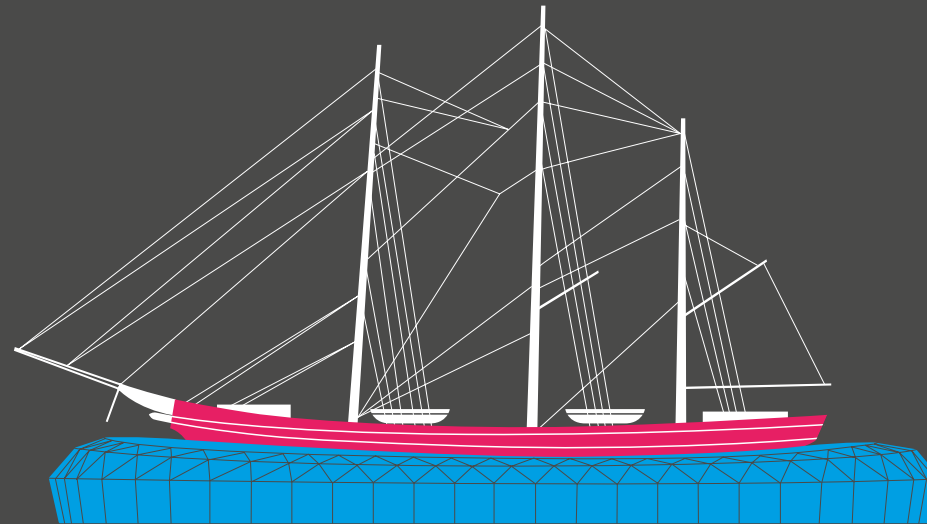


MAYOR OF LONDON

**LONDON CURRICULUM
HISTORY KEY STAGE 3**

WORLD CITY



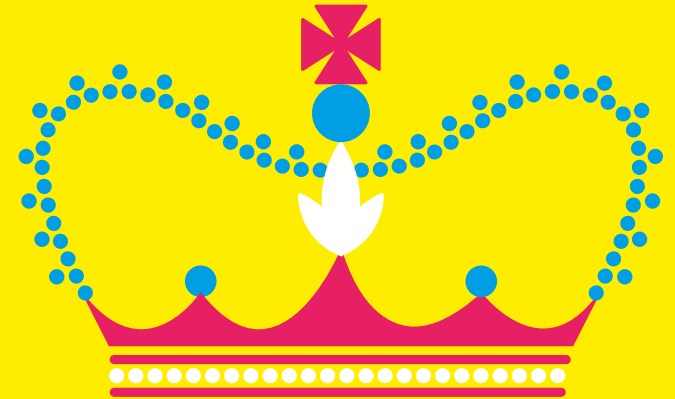
**THE BLACK
CURRICULUM**

THE LONDON CURRICULUM

PLACING LONDON AT THE HEART OF LEARNING

The capital is the home of innovations, events, institutions and great works that have extended the scope of every subject on the school curriculum. London lends itself to learning unlike anywhere else in the world. The London Curriculum aims to bring the national curriculum to life inspired by the city, its people, places and heritage.

To find out about the full range of free resources and events available to London secondary schools at key stage 3 please go to www.london.gov.uk/london-curriculum.



History in the London Curriculum

London is one of the world's oldest, largest and most successful cities. Drawing on London in the teaching of history can bring to life not just the stories of the city, but of the country and the world. London Curriculum history teaching resources aim to support teachers in helping their students to:

- ♦ **DISCOVER** the ways key historical periods and events in the new national curriculum unfolded in London.
- ♦ **EXPLORE** the way that the city's character and appearance has been shaped by historical events and how the stories of London are told through its museums, institutions and landmarks.
- ♦ **CONNECT** their learning inside and outside the classroom to develop their historical enquiry skills through investigating issues, evaluating evidence, reflecting on the lives of Londoners in the past and drawing conclusions.

UPDATE: EMBEDDING BLACK HISTORY

In October 2020, the Mayor announced a new partnership with **The Black Curriculum**. We wanted to support London teachers with the knowledge, tools and confidence to teach Black history throughout the entire academic year - not just during Black History Month.

The Black Curriculum led an expert review of all three of the London Curriculum's history units: **Social Reform in Victorian London, World City and London at War**. It was crucial to listen to young voices where The Black Curriculum consulted with diverse young Londoners from the Mayor's **Lynk Up Crew** and **Peer Outreach Workers**. We were grateful for their time, and thank them for helping us gain a deeper understanding of their school experiences and for sharing their ideas for improvements.

Lynk Up Crew

<http://bit.ly/LynkUpCrew>

Peer Outreach Workers

<https://www.london.gov.uk/peer-outreach-workers>

We were pleased to accept all recommendations put forward in The Black Curriculum's subsequent review – from small language tweaks to entirely new activities and content pages. We are proud of these changes and you can learn more about them on the next page. We hope that being transparent about the journey we have taken will encourage others to do the same.

Hackney Council have also recently launched their own resources called **Hackney's Diverse Curriculum – The Black Contribution**. These cover a broad range of subjects and key stages, and are free to all teachers. You can find out more here: www.hackneyservicesforschools.co.uk/extranet/hackneys-diverse-curriculum

We hope teachers across London will enjoy using our resources, and others, to support London-inspired teaching whilst helping to embed more Black history into the curriculum.

- London Curriculum Team



**THE BLACK
CURRICULUM**

"We are a social enterprise founded in 2019 to address the lack of Black British history in the UK Curriculum. Through campaigning for national curriculum changes, supporting teachers and delivering arts-focused Black history programmes, we believe we can enable social change.

Our project with the London Curriculum ties in with our key aim to support more young people to develop their sense of belonging and identity. Through our consultation on this resource, we hope to support more teachers to teach Black British histories accurately within their curriculum. We also wanted to ensure that history specifically reflects the identities, culture and histories of Black Londoners."

Find out more about The Black Curriculum:
www.theblackcurriculum.com

What have we changed in this resource?

- ◆ Many of us are unaware that Black people lived in Roman London and that areas of North Africa were an important part of the Roman Empire. We have provided new information about the link between Africa and the Roman Empire and given examples of the archaeological evidence that shows this.
- ◆ The use of language is just as important as the information we give to students. For example, we have changed the term 'slaves' to the more appropriate term of 'enslaved people'. The use of 'slaves' to refer to individuals who were taken into the Transatlantic Trade is dehumanising and minimises individuality. It also does not reflect the forcible nature of slavery as an action enforced onto another.
- ◆ We have placed greater emphasis on the impact that Britain had when invading territories, conducting explorations and trading. This is important when learning about the economic growth of London. Students should be able to identify how other territories, communities and people around the world were impacted by this process.
- ◆ We have included examples of how some British organisations and people profited from their early connections to enslavement of people. It also contributes to their long term success even today. We also explain and provide recommended reading about the compensation that was given to previous owners of enslaved people.
- ◆ We have changed some of the activities in this resource to ensure sensitive aspects of history are handled carefully when students explore topics independently. For example, we changed an 'imagine you are a world trader' activity to be research and evidence based, rather than students placing themselves in the shoes of 'traders' who are likely to have also traded enslaved people.
- ◆ Young people told us they want to learn more about abolition and resistance to the Transatlantic Trade. We have therefore included more information and stories on this topic. For example, on page 52 we now talk about resistance and abolition in more detail, with additional reading on pages 54-56.



RECONSTRUCTED IMAGE OF THE 'LANT STREET TEENAGER'

© Museum of London

EMBEDDING BLACK HISTORY

The Black Curriculum tips for teaching this topic:

Acknowledge this is a difficult subject to discuss. If anyone needs to take some time out during the lesson they are welcome to do so.

With the use of other materials, acknowledge that the Transatlantic Slave Trade is a **small** part of African history and in no way characterises the Black identity.

Where possible, focus on systems of resistance to the Transatlantic Slave Trade. This might include Maroon societies, plantation revolts and the Haitian Revolution. This will help to humanise the topic and demonstrate the agency of those that were enslaved.

RECOMMENDED PRE-READING:

Our City Together: *Discover the Archaeological Evidence of Black Roman Londoners*

www.ourcitytogether.london/inspire/evidence-of-black-roman-londoners

Black and British: A short, essential history - David Olusoga

Understanding Slavery: *Tacky's Rebellion*
<http://bit.ly/3bjzWw5>

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WORLD CITY OVERVIEW



CHILDREN IN THE EXPANDING LONDON GALLERY, MUSEUM OF LONDON

© Museum of London

UNIT AIMS AND ACTIVITIES

London has been shaped and developed by its links with the rest of the world since its foundation. The aim of this unit is for students to investigate key periods in London's history in order to develop an understanding of the different factors that have made it a world city, including migration, trade and empire. Students will learn about the city's Roman foundations, Tudor and Stuart voyages of exploration, the growth of the British Empire and migration since World War II.

They will draw on different types of evidence including film, text, paintings and information about archaeological finds. Recommended visits include a structured visit to deepen their understanding of London's history at the centre of the British Empire and a visit to the local high street to assess the impact of migration on the local community.

KEY STAGE 3 NATIONAL CURRICULUM

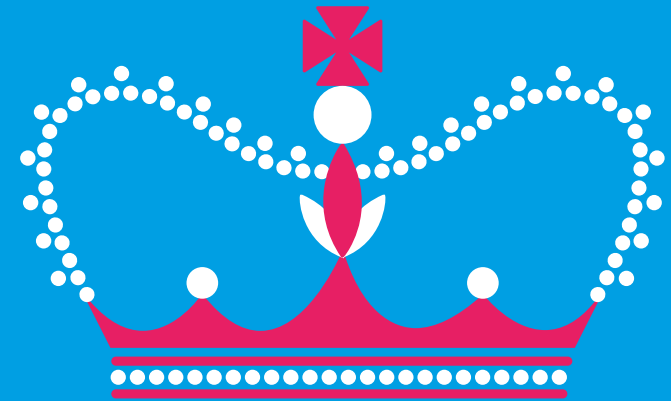
This unit addresses specific requirements of the new key stage 3 national curriculum. It supports the requirement that students should be taught about:

ideas, political power, industry and empire: Britain, 1745–1901

- ♦ an aspect or theme in British history that extends students' chronological knowledge from before 1066; for example, the impact through time of the migration of people to, from and within the British Isles
- In meeting some of the requirements of the national curriculum, this teaching unit contributes to the national curriculum's aims for key stage 3 students, which include:
- ♦ know and understand the history of these islands as a coherent, chronological narrative... how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
 - ♦ gain and deploy a historically, grounded understanding of abstract terms
 - ♦ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
 - ♦ gain historical perspective by... understanding the connections between local, regional national and international history; between cultural, economic, military, political, religious and social history; and between short and long-term timescales.

DISCOVER

In this section students will explore the ways in which London has been shaped and developed by its links to the rest of the world throughout its two thousand year history. Through focusing on three different periods in the city's history, they will investigate the factors that have influenced these links including migration, trade and empire, and assess the impact these have had on the city.



LESSON 1

THE FIRST LONDONERS: WHO WERE THEY AND WHY DID THEY COME HERE?



THE BIG IDEA

Students will find out about the foundation of London by the Romans and assess the natural advantages of its site for settlement and trade. They will consider the reasons why the Romans built an empire, investigate the evidence that Roman London was an important centre of trade and understand that migration has been central to London's history from its foundation.



LESSON OBJECTIVES

All students will find out about the foundation of London by the Romans and understand that migration has always been part of the city's history.

Most students will understand that London's location has been a prime factor in its development as a world city and begin to understand why nations have developed empires. Most students will develop the skills necessary to learn from different types of evidence.

Some students will develop their knowledge and understanding of the connections between trade, empire and migration and begin to evaluate their impact on London.



RESOURCES

- ♦ **Resource 1.1:** Artist's impression of Roman London c AD 120 (one copy per student)
- ♦ **Resource 1.2:** Roman London's port
- ♦ **Resource 1.3:** Anglo-Saxon place names

LESSON 1: THE FIRST LONDONERS

WHO WERE THEY AND WHERE DID THEY COME FROM?



YOU WILL ALSO NEED:

- ♦ A world map – either a large paper version or in PDF format
- ♦ Sticky notes (optional)
- ♦ A list of possible factors for settlement (if necessary)
- ♦ To create a PowerPoint presentation with headings, questions, images and maps, as appropriate. Include:
 - A Roman Empire map. For example:
<http://bit.ly/Roman-empire-map>
 - An outline map of modern Europe. For example:
http://upload.wikimedia.org/wikipedia/commons/2/2a/Europe_outline_map.png
 - A map of modern Europe including rivers. For example:
http://en.wikipedia.org/wiki/File:European_Union_relief_laea_location_map.svg
 - A map showing boundaries of the City of London:
<http://bit.ly/City-of-London-boundary>
 - Roman link to africa:
www.livescience.com/why-did-rome-fall.html

LESSON 1: THE FIRST LONDONERS

LANGUAGE

KEY LANGUAGE	EXPLANATION	SYNONYM
Roman	In British history, the period from AD 43 until AD 410 when England and Wales were a province of the Roman Empire	
Anglo-Saxon	Refers to the period, language or inhabitants of England of Germanic origin, from their arrival in the 5th century until 1066	Old English (modern term for the language); Dark Ages (old-fashioned term for the historical period)
Settlement	A place, usually one that has previously been uninhabited, where people establish a community	Community; village; town; city
Invasion	When a country or region is taken over by armed force	Occupation; annexation; conquest
Empire	A large group of states or countries ruled over by a single monarch or state	Territory; domain; kingdom
Trade	The buying and selling of goods and services	Commerce; business
Industry	The processing of raw materials and the manufacture of goods	Manufacturing; business; commerce
Quay	A platform beside, or projecting into, water used for loading and unloading goods	Wharf; landing stage; jetty
Estuary	The body of water where a river broadens and meets the sea and fresh water and sea water mix	
Migration	Movement of people to a new area or country	Immigration; relocation
Migrant	Person who moves from one place to another, often to find work or better living conditions	

LESSON 1: THE FIRST LONDONERS SETTING THE SCENE

THE FOUNDATION OF ROMAN LONDINIUM



RECONSTRUCTION DRAWING OF LONDINIUM,
c AD200

Alan Sorrell © Museum of London

The Romans founded a settlement called Londinium on the north bank of the River Thames not long after their invasion of Britain in AD43. The area covered was almost exactly the same as the 'square mile' we know today as the City of London (the financial district around the Bank of England). South of the river was a smaller settlement, in an area that today is part of Southwark.

The two settlements had developed either side of a crossing point, where the river narrowed. The north bank settlement grew larger because of its natural advantages: its site was a relatively flat gravel terrace, whereas the south bank was prone to flooding due to waterways joining the river.

Transport links

The Thames provided a major transport route into the Roman province of Britannia (today's England and Wales). Its estuary was opposite the River Rhine and so sea-going ships could sail directly into the heart of Europe. High enough up the Thames to be safe from Germanic raiders, Londinium was an ideal site for a port.

The first London Bridge was probably a temporary military pontoon (floating) bridge. This was soon replaced by a permanent timber bridge. The river crossing became a hub for the developing road system. Today some routes still mainly follow the lines of the Roman roads out of London including the A10 and the A2.

'A celebrated centre of commerce'

The Roman government and private traders were quick to make the most of this convenient location and the northern site was soon a busy town and port. In AD60, Londinium was burnt to the ground by a revolt led by Boudica, the British tribal queen. It was rebuilt afterwards as a planned Roman town including city walls, a large forum, or marketplace and an amphitheatre. Wooden landing stages on the river were replaced by substantial timber quays with waterfront storehouses.

As early as AD60, the Roman historian Tacitus described the settlement as being 'filled with traders and a celebrated centre of commerce'. The port brought ships bearing olive oil, wine, fine pottery, silk and glassware, as well as vital military supplies. Ships left exporting silver, lead and other metals, textiles, grain and enslaved people. Londinium was the capital of the province of Britannia from AD80 onwards and so was a political, as well as commercial, centre.



RECONSTRUCTION MODEL OF THE PORT
OF ROMAN LONDON, c AD100

Mick Buxton © Museum of London



RECONSTRUCTION DRAWING
OF A MARKETPLACE IN
ROMAN LONDON, 1910-1930

Amedee Forestier
© Museum of London

The first Londoners

The first Londoners were soldiers, army officials, merchants, civil servants, enslaved people and people from the surrounding area. Soldiers and the enslaved were posted to Londinium to work. Imperial officials and administrators served time in London before leaving for more civilised parts of the Roman Empire or being posted elsewhere. Others, perhaps merchants with more freedom, married or set up local businesses and may well have stayed in Britain.

By the 2nd century AD Londinium was a cosmopolitan city. Many of the inhabitants were native Britons, others were from Gaul (modern day France) or of Italian origin. Some were from more far-reaching parts of the Empire including North Africa.

By studying the remains of Romans in the UK, scientists have been able to identify their ethnic background and diet. By combining these methods, they have found that Black African Romans lived in London. For example, the 'Lant street teenager', is a 14-year-old Roman girl from north Africa. Her diet tells scientists she had been living in London for at least four years – this is reflected in her consumption of traditional Roman foods. This example provides greater insight into the multi-ethnic nature of the Roman Empire.



RECONSTRUCTED IMAGE OF THE 'LANT STREET TEENAGER'

© Museum of London

SOURCES:

BBC news: *DNA study finds London was ethnically diverse from start*
www.bbc.co.uk/news/science-environment-34809804

Museum of London: *The surprising diversity of Roman London*
www.museumoflondon.org.uk/discover/surprising-diversity-roman-london-docklands



RECONSTRUCTED FEMALE HEAD, CAST FROM THE SKULL OF 4TH CENTURY HUMAN, SPITALFIELDS

© Museum of London

Saxon settlement

The Roman army withdrew from Britain in AD410 and invaders from Northern Europe, Angles, Saxons and Jutes arrived and settled. The city of Londinium was already in decline and, by the end of the century, was abandoned.

However, by the 7th century the Saxons had established a town and trading centre called Lundenwic, along the river to the west of the old city, where the Strand and Covent Garden are today. The English monk, Bede, wrote in 730, that it was 'a trading centre for many nations who visit it by land and sea'. In 886, after repeated attacks by Viking raiders, the Saxon king, Alfred the Great repaired the Roman walls and re-established a city, called Lundenburg, within them.



A SILVER PENNY WITH A BUST OF KING ALFRED, c 880
© Museum of London

LONDON LEGACIES AND THINGS TO SPOT

The Romans

- ♦ **The London Wall** – remnants of the Roman wall can be seen in the Barbican Estate and at Tower Hill.
- ♦ **The amphitheatre** – the outline of where the arena once stood is marked on the paving of Guildhall Yard. Remains can be viewed in the basement of the Guildhall Art Gallery.
- ♦ **Mosaic pavement** – a section can be seen in its original position beneath the church All Hallows by the Tower, the oldest church in the City of London. (The church is also home to a modern model of Londinium.)
- ♦ **Latin phrases** are in use in the English language, for example, status quo (meaning the existing state of affairs) or ad infinitum (never ending).
- ♦ **Some of our (straight) roads** still mainly follow the lines of the Roman roads out of London, including the A10 and the A2.

The Saxons

- ♦ Many **place names in London**, such as Rotherhithe, Lambeth and Wapping, have Saxon origins.
- ♦ In the All Hallows by the Tower church a **Saxon arch** was uncovered after bomb damage in World War II.

LESSON 1: THE FIRST LONDONERS

ACTIVITIES

STARTER

Explain that in this unit of work students will be finding out how London has been linked to the rest of the world since it was founded almost two thousand years ago. They will be exploring the factors that have influenced these links and how they have had a direct effect on the diversity of London today.

Explain that in this lesson they will be finding out about the first Londoners and why they came here. However, they are going to start by thinking about where Londoners today have come from and their reasons for moving here.

Ask all your students to stand up and then:

- 1 sit down if they were not born in London
- 2 sit down if one (or both) of their parents was not born in London
- 3 sit down if one (or more) of their grandparents was not born in London

Many if not all of the class are likely to be sitting down by this point.

Ask your students where they were born (or their parents, grandparents etc). You could mark the countries using sticky notes on a large world map or, if you have a smartboard, open a world map in PDF format and add virtual sticky notes or pins.

Ask students why they, or members of their families, chose to move to London.

(Sensitivity may be required in some cases, for example students who arrived as asylum seekers, with or without their families.)

MAIN

Ask students if they know which group of people founded the city of London and where they came from.

Explain that once the Romans had invaded and settled, Britannia (England and Wales today) became a province of the Roman Empire.

Show Resource 1.1: Map of Roman Empire (page 19) and discuss what other countries were also in the Empire. It may be useful to have a map of modern Europe as well so students can identify modern countries, or ask them if they know what countries the Empire corresponds to.

The Roman Empire

Discuss why the Romans built an empire:

- ♦ Why might one country not be able to supply all the needs and wants of its people (for example: food, clothing, land or luxury items)?
- ♦ What advantages can increased territory bring?
- ♦ What are the advantages of trade within an empire over external commerce? (This links to future sessions.)
- ♦ What issues may a invasion cause for the country/area being invaded?

Possible answers:

- Genocide
- Erasing of cultural and spiritual practices
- Removal of artifacts
- Use of natural resources
- Transferring of illnesses

- ♦ What long term impacts (still seen today) may the Roman Empire have had on countries/areas which they invaded?

Possible answers:

- Changes to language
- Change in ethnic makeup of the area
- Technological advances (e.g. roads in Britain, buildings)
- Erasing of cultural and spiritual practices/religious practices in the country

The foundation of London

Explain that before the Roman invasion there were no large settlements in the London area.

Provide the students with an outline map of the Roman Empire, showing Britain and the River Thames.

Tell students they are in charge of the Roman settlement of Britain and that they have to decide on the site of a new town. In teams, they need to decide what factors are important in making their decision and explain why they are important. Which would be most important to the Romans?

Factors that the teams can be expected to cover include:

- ♦ Defensibility of the location
- ♦ Good water supply
- ♦ Availability of other resources e.g. building materials, fuel
- ♦ Fertile land for growing crops
- ♦ Transport links
- ♦ Sheltered location
- ♦ Close to a bridging point in a river
- ♦ Firm, flat, dry ground to build on

Differentiation

For students needing more support with the task, you may like to provide a list of possible factors and ask them to prioritise them.

Reporting back

Ask the teams to report back on the factors they considered and the ones that they thought would be most important to the Romans.

Show the map of modern Europe, including rivers. Discuss why the River Thames was central to the Romans' choice of a site for the settlement.

Roman London

Give students Resources 1.2 (page 20) and 1.3 (page 21). Give them a set of questions to discuss with a partner. For example:

- ♦ How many of the criteria for an ideal site does London fulfil?
- ♦ What evidence is there that Roman London was an important port and a centre of trade?
- ♦ What types of goods were imported into London from other parts of the Roman Empire?
- ♦ What evidence is there that the Romans were also trading with countries outside the Empire?
- ♦ How did the Romans improve overland transport links in and out of the city?
- ♦ What different industries do you think were based in Roman London?

Students could be asked to write answers to the questions.

Reporting back

Ask students to report back on the questions they discussed.

Show the image of the boundaries of the City of London today. Explain that this corresponds almost exactly to the boundaries of the Roman walled city.

Explain that the Roman occupation lasted until 410, during which time London developed as an important centre of government and administration and of trade and industry.

Saxon settlement

Do students know where the next group of invaders came from after the Roman army left?

Explain that during the early Saxon period, the city was virtually abandoned as the invaders were farmers, not merchants or traders. However, later a trading centre grew up just to the west of the city (Lundenwic) and in 886 people moved back within the city walls due to Viking raids in the area (Lundenburg).

There is evidence of Anglo-Saxon settlement all around the London area, in the archaeological record as well as in place names.

Anglo-Saxon place names

Either show Resource 1.4 *Anglo-Saxon place names* (page 26) on the board or give out a copy, one per group of students. Give the teams a set period of time (for example, five minutes) to write down as many examples of place names that they can think of with Old English prefixes or suffixes. Place names in London will score double points. Report back and add up scores.

PLENARY

Show students the quote from Bede referring to Lundenwic:

The English monk, Bede, wrote in 730, that it was 'a trading centre for many nations who visit it by land and sea'.

- ♦ What evidence is there that London has been a centre of trade since its foundation by the Romans?
- ♦ What different countries did the first Londoners come from?

Explain that over the unit of work the class will be investigating the different factors which have made London a 'world city', including how inward migration has made it the city it is today. They will be looking at their local area as well as at London as a whole.

Tell the class that the outcome of the unit will be a group presentation on one migrant group, so they will be expected to undertake research and decide on the best way to present their findings to the class.

In the next lesson they will discover how London's trade and maritime history helped to make it a world city.

Homework idea

Students will need their copies of Resources 1.2 (page 20) and 1.3 (page 21). Using these to prompt their memory of the points discussed in the lesson, students should write one paragraph in response to each of the following questions:

- 1 Why was the River Thames of central importance to the Romans?
- 2 How did the Romans develop the settlement?
- 3 What evidence is there that Roman London was a centre of trade?
- 4 Which countries did the first Londoners come from?

Differentiation

Less able students could be asked to label the image to show some of the features of Roman London. They could include drawings of some of the goods brought into the port.

More able students can be given a copy of the *Setting the scene* (page 8) information and be expected to undertake additional research as appropriate. They should write an extended response to the question:
'Explain how and why London developed as an important centre for commerce under the Romans.'

Assessment questions and opportunities

Students' knowledge and understanding of the importance of London's location could be assessed by setting the question below. Answers can be assessed according to the level of sophistication, detail and understanding, in line with the sample answers provided.

Q List three reasons why the Romans chose the site for the development of a settlement. Explain why each was important to the Romans and to their development of the city.

A1 One reason the Romans chose the site was because of the River Thames. This was important to them because they could use it for transport. They built a port so ships could sail in and out.

A2 The River Thames was the main reason why the Romans chose the site for their settlement. The Thames flows to the North Sea so the Romans could use it to export goods like metals and woollen cloth from Britain through London, and import goods from other parts of the Roman Empire including luxury items and supplies for the army. The Romans developed the first port of London and built quays and storehouses.

A3 The River Thames was of central importance to the Romans and the Roman Empire. One of the primary functions of the empire was to control trade routes and profit by plundering raw materials and other goods from the provinces. The Thames was a major transport highway, providing links both upstream further into southern Britain, and downstream to the sea. Its estuary in the North Sea is opposite the River Rhine so ships could sail directly into the heart of Europe. This meant the Romans could get essential military supplies to their armies in Britain, and could export British raw materials such as lead, tin and silver, and other products including woollen cloth. The Romans developed the first port of London with quays and storehouses and, as the settlement grew, merchants had a market for luxury imported goods from other parts of the Empire including wine, olive oil and fine tableware.

LESSON 1: THE FIRST LONDONERS

RESOURCE 1.2: ARTIST'S IMPRESSION OF ROMAN LONDON



MAP OF ROMAN LONDON, c AD120

Peter Froste © Museum of London/Peter Froste

LESSON 1: THE FIRST LONDONERS

RESOURCE 1.3: ROMAN LONDON'S PORT



Archaeological excavations in London have uncovered the remains of the Roman port. These show that there were a series of timber quays along the waterfront for loading and unloading goods. Behind them were wooden storehouses which opened onto the quay.

The remains of several Roman sailing vessels have been found buried in the silt of the River Thames. These include the wreck of a flat-bottomed barge that had sunk with some of its cargo of stone still on board. It had probably been built early in the 2nd century AD.

Goods brought into the port included olive oil, wine and silk as well as military supplies for the army. Exports included silver, lead and tin, woollen cloth, grain and enslaved people.

Source A: Written evidence

[The settlement is] 'filled with traders and a celebrated centre of commerce.'

Roman historian, Tacitus (c AD56-117)

LESSON 1: THE FIRST LONDONERS
RESOURCE 1.3 CONTINUED

Source B: Roman London archaeological finds



Amphora (large jar)

Use: Storing and transporting goods including olive oil, fish sauce and wine
Country of origin: Several including France, Spain and Palestine



Roman amber necklaces (pictured here with emerald necklace)

Use: Jewellery
Country of origin: Baltic countries



Samianware (red glazed pottery bowls and plates)

Use: Dining
Country of origin: France

LESSON 1: THE FIRST LONDONERS
RESOURCE 1.3 CONTINUED



Source B: Roman London archaeological objects continued



Marble

Use: Building and tombstones
Country of origin: Turkey, Greece and Italy



Fine glassware
(bowls and beakers)

Use: Dining
Country of origin: Syria, Germany and Italy



Emeralds

Use: Jewellery
Country of origin: Egypt

LESSON 1: THE FIRST LONDONERS RESOURCE 1.3 CONTINUED

Source B: Roman London archaeological objects continued



The Lant Street Teenager laid out alongside her grave goods

Country of origin: Africa

Further reference: Think Africa: *Africans in Roman London (48AD – 410AD) – what DNA tests of 22 Londoners found*
<http://bit.ly/africansInRomanLondon>

Image © Museum of London



An ivory knife in the shape of a leopard

Country of origin: Possibly Tunisia/
North Africa

Image source <http://the-history-girls.blogspot.com/2018/06/the-key-to-womb.html>

A teenage girl was buried at Lant Street in Southwark with an ivory knife in the shape of a leopard, similar to others found in Carthage in what is now Tunisia. This was confirmed by some recently developed scientific analyses. The mitochondrial DNA (mtDNA - from the mother) of the Lant Street teenager showed her ancestry on that side came from eastern Europe (the area of Bulgaria or Romania today). Her aDNA was investigated for evidence of hair and eye colour, which showed she was blond and blue-eyed. Finally, stable isotope analysis showed she had in fact grown up in the southern Mediterranean i.e. North Africa for the first ten years of her life.

Source and further info:
www.ourcitytogether.london/inspire/evidence-of-black-roman-londoners

LESSON 1: THE FIRST LONDONERS
RESOURCE 1.3 CONTINUED

Source B: Roman London archaeological objects continued

Roman pottery lamp with African
head excavated in London now at the
Museum of London)

Use: Lighting

Country of origin: Italy

LESSON 1: THE FIRST LONDONERS

RESOURCE 1.4: ANGLO-SAXON PLACE NAMES



OLD ENGLISH WORD	MEANING	EXAMPLE
ac-	Oak, acorn	
-barrow	Wood	
-beck	Stream	
-beth	Berth, landing place	
-burh/borough	Fortified town	
-burn	Stream	
-bury	Fortified place	
-combe	Small valley	
-cot	Small hut/house	
-dun	Hill	
-ford	Shallow river crossing	
-ham	Village	

Note

- ♦ A hyphen after the Old English word (eg ac-) means that it is used as a prefix in place names.
- ♦ A hyphen before the Old English word (eg -barrow) means that it is used as a suffix in place names.

LESSON 1: RESOURCE 1.4

ANGLO-SAXON PLACE NAMES (CONTINUED)



OLD ENGLISH WORD	MEANING	EXAMPLE
-holt	Wood	
-hurst	Wooded hill	
-hythe/hithe	Wharf	
-ing	People	
-ley/lea	Clearing in a wood	
-port	Port, harbour	
stan-	Stony	
-stoc/stoke	Outlying farm/settlement	
-stow	Meeting or holy place	
-ton/tun	House or village	
weald-	High woodland	
-wick/wych	Farm	
-worth	Fenced land	

LESSON 2

HOW DID VOYAGES OF EXPLORATION AND TRADE EXPANSION BENEFIT LONDON?



THE BIG IDEA

Students will find out how voyages of exploration in the Tudor and Stuart periods were linked to trade expansion and how this impacted on London. Through a structured role play activity, they will investigate five different merchant trading companies and assess the risks and rewards for the London merchants who invested in them.



LESSON OBJECTIVES

All students will find out about five different merchant trading companies and whether or not they were successful.

Most students will increase their knowledge and understanding of how world trade was central to London's economy and how it brought more migrants to the city. Most students will develop their presentation skills by selecting appropriate information in order to influence other people's decisions.

Some students will be able to make connections between trade expansion during this period and London's development as one of the world's leading centres of trade and finance today.



RESOURCES

- ♦ **Resource 2.1:** Company cards and What happened next? cards

LESSON 2

HOW DID VOYAGES OF EXPLORATION AND TRADE EXPANSION BENEFIT LONDON?



YOU WILL ALSO NEED:

- ♦ To create a PowerPoint presentation with headings, questions and images, as appropriate. Include:
 - a map of the world in 16th century:
<http://bit.ly/16thC-map>
 - a modern map of the world pdf:
<http://bit.ly/modern-world-map>

LESSON 2: HOW DID VOYAGES OF EXPLORATION AND TRADE EXPANSION BENEFIT LONDON?

KEY LANGUAGE

KEY LANGUAGE	EXPLANATION	SYNONYM
Barter	Exchange goods or services for other goods or services without using money	Exchange; trade
Merchant	Person or company involved in trading goods on a large scale, usually to be sold on for profit	Wholesaler; dealer; trader
Commodity	A raw material, or agricultural product, which can be bought and sold	Product, goods
Apprentice	A person who is learning a trade from a skilled employer	Trainee
Plantation	A large estate on which crops are grown	Estate; farm
Triangular trade	Trade between three ports or regions; often used to describe the trans-Atlantic slave trade	
Monopoly	Exclusive control of the supply of, or the trade in, a commodity or service	Control; domination; cartel
Navigator	A person who plans and directs the course of a ship, usually by using instruments and maps	Pilot
Colony	A country or area under the full or partial control of another, and occupied by settlers from that country	Territory; dominion; province
Institutionalised	Where an organisation or society has established a system or culture of beliefs, norms, values or behaviors that its members follow	regulated
Chattel slavery	The enslaving and owning of human beings and their offspring as property, who are able to be bought, sold, and forced to work without wages	enslavement; servitude
Enslavement	The action of forcing someone to be a 'slave'. This person becomes enslaved by another person or group	forced into slavery
Human trafficking	The recruitment, harbouring, transportation, provision, or obtaining of a person for labour or services, through the use of force, fraud, or coercion	modern slavery
Middle Passage	The part of the Atlantic Ocean between the west coast of Africa and the West Indies	

LESSON 2: HOW DID VOYAGES OF EXPLORATION AND TRADE EXPANSION BENEFIT LONDON?

SETTING THE SCENE

Artisans and merchants from Europe

Following the Norman invasion in 1066, London became home to merchants and artisans from all over western Europe. Traders in the city included:

- ♦ Italians trading spices, silks and velvet
- ♦ Gascons (from France) dealing wines
- ♦ Flemish merchants trading woollen cloth, dyes, pottery and bricks
- ♦ Spaniards dealing in leather and ironwork
- ♦ The Hanse (Germans) trading in pottery, stoneware and weaponry.

Marriages between the royal families of Britain and other European countries created political alliances and brought more newcomers to the city. Each royal spouse brought an entourage from their own country, including artists and financiers.

Other artisans were invited to settle in London to help improve English industries. Edward III, for example, brought Flemish weavers to London to improve the quality of English cloth. Glassmakers and dyers were invited in the 16th and 17th centuries, bringing their advanced technologies to the city. Jewish people, who had been expelled from England in 1290 by Edward I, were allowed to return by Oliver Cromwell in exchange for finance.



MEDIEVAL POTTERY, 1260–1350

© Museum of London

Overseas trade and exploration

After 1500, London's importance as a trading port grew and grew. Europe at this time was at the beginning of an age of exploration; ships were reaching parts of the world that Europeans had not previously known to exist. Trade was an important motivation for exploration. London merchants and ship-owners led many of the Tudor and Stuart voyages of discovery. Joint stock companies like the Company of Merchant Adventurers to New Lands (1553), were created to share the risks posed by pirates, enemy shipping, bad weather and defence from local rulers. The government offered companies like these trade monopolies as incentives to open new routes and so improve Britain's economy.

Some journeys were successful, others less so. The Company of Merchant Adventurers to New Lands' first expedition was to find the fabled Northeast Passage to China. Three ships left Deptford, commanded by Sir Hugh Willoughby and Richard Chancellor, but were separated by storms in the North Sea. Willoughby and his men died from cold and hunger on the coast of Lapland, but Chancellor landed in Russia and began trading in Moscow with Ivan

the Terrible. The Russia Company was founded in 1555, trading in furs, tar, iron and copper.

The East India Company

The Honourable East India Company was one of the most powerful trading companies in the world. The Company was also a major military and political force with a huge impact on the lives of millions of people in Asia.

The Company was set up because of the demand for an expensive commodity: spices. The Dutch dominated the sea route to the Far East, where spices were grown, and so dominated the spice trade. In 1599 Dutch merchants more than doubled the price of pepper. In 1600 Elizabeth I signed a charter to create the East India Company, to develop a direct trade route to the spice-growing region, and awarded them a 15-year monopoly. The following year, James Lancaster sailed for the East Indies from Woolwich with a fleet of five ships and reached the Banda Islands, the centre of eastern spice growing. The local people however, showed little interest in the English cloth (London's largest export) he had hoped

to trade for the precious spices. After he captured a Portuguese ship full of Indian cottons he had more success and 30 months later he returned to London with a cargo of pepper.

During the 1600s the Company's key commodities were cotton goods from Gujarat and Coromandel, silks from Persia and Bengal, indigo from Lahore, pepper from the Malabar Coast, and saltpetre (used to preserve food) and sugar from Bengal.

The slave trade

England's involvement in the trafficking and subsequent sale of enslaved Africans began during the Queen Elizabeth I's reign. Prior to this, the enslavement and sale of African peoples had largely been practiced by Portuguese Royalty for over 100 years. During this time, enslaved Africans were transported between Portugal, Spain, and later the 'New World'. This was comprised mainly of Spanish and Portuguese colonial settlements in the Americas. One hundred years later, Britain would follow suit and eventually colonise North America. The settlements in the 'New World' relied heavily on forced labour to produce economic infrastructure and increase economic growth. After 1558, the year Queen Elizabeth I came to the throne, England entered the Transatlantic Slave Trade. The country then began to traffic and sell enslaved Africans directly. Queen Elizabeth I contributed large sums of money to finance the early 'slave voyages' of John Hawkins. He sailed down the West African coast, capturing about 300 people, including some from Portuguese slave ships. He sold his captives in Hispaniola, generating huge amounts of wealth for Queen Elizabeth I and other investors.



SLAVE TRADE, 1791
JR Smith, after George
Morland © Museum of
London

The success of these voyages, and the demand for labour to work on the new Caribbean sugar and tobacco plantations, meant that the moral implications of trading in people become secondary to the creation of wealth. A triangular trade was established, in which goods were taken from London to Africa to be exchanged for enslaved people, who were

taken to be sold in the West Indies and North America, and the ships returned to London bearing sugar and other cargo to sell. Charters were granted by various monarchs to companies like the Company of Royal Adventurers into Africa (1660), the Royal African Company (1672) and the South Sea Company. British planters wanted a steady supply

of enslaved labour to increase production as well as to replace those killed by harsh conditions. The average life expectancy of an enslaved African in the Caribbean was about eight years.

London had advantages as a slave trading port since most of the commodities used to barter on the west coast of Africa were manufactured in or around London. These included glass beads from Hammersmith and swords from Hounslow, and knives, guns, pewterware, nails and ironwork. The commodities most valued by African slave traders were fabrics from India, which were imported to England exclusively by the East India Company – another London monopoly.

RECOMMENDED READING:

Staying Power: The history of Black People in Britain – Peter Fryer

Black and British: A forgotten History – David Olusoga

SOURCES

History Extra: *Were there slaves in Elizabethan England?*
<http://bit.ly/Elizabeth1slavery>

The Transatlantic trade of enslaved Africans

This was the start of what would later be Britain's involvement in the triangular trade of enslaved Africans for around 300 years (16th -19th century). During this time, it has been estimated that some 12-15 million enslaved Africans were trafficked from Africa to the Americas and Europe. However, few records remain, so it is hard to estimate exactly how many people were trafficked. There is even less information on how many more died during this period of time in resistance to enslavement and on their journey.

Tips for teachers when teaching about the Transatlantic trade of enslaved Africans

- ◆ Acknowledge that this is a difficult subject to discuss. If anyone needs to take some time out during the lesson they are welcome to do so.
- ◆ With the use of other materials acknowledge that the Transatlantic Slave Trade is a **small** part of African history. It in now way characterises the Black identity.

- ◆ Where possible, focus on systems of resistance to the Transatlantic Slave Trade, such as Maroon societies, plantation revolts, Haitian Revolution. This will help to humanise the topic and provide a sense of agency for those that were enslaved.

Discussion point for teacher:

Talk about Britain's relationship to the Transatlantic Slave Trade. While the institution of slavery did not exist as a British legal framework, many enslaved Africans were transported to the UK in bondage and forced to work.

Question: 'How does this challenge our previous understanding of slavery in the UK?'

Wealth and Legacy

The production of goods such as cotton, sugar and rum from plantations generated huge amounts of wealth for Britain. Furthermore, forced labour meant that the costs of producing such goods were extremely low. Many organisations such as 'Tate & Lyle' sugar made large amounts of money through institutionalised chattel slavery and this legacy still exists today. The Tate art galleries, for example, have themselves researched this legacy and made this information public

www.tate.org.uk/about-us/history-tate/tate-galleries-and-slavery

Other examples include the Bank of England, Lloyd's of London, Glasgow University, Oxford University, and many more institutions.

Over time, shares trading, insurance companies and banks grew to underpin Britain's overseas trade. The Royal Exchange, for example, was built in 1565 by Sir Thomas Gresham with the intention of creating a centre of commerce for shipping merchants. Canary Warf - now one of the financial capitals of the world - was built by funds generated from slavery to trade goods generated by enslaved people more efficiently. During this time, the West Indian Docks were the busiest docks in the world

ADDITIONAL READING:

University of Glasgow:
Historical Slave Initiative
www.gla.ac.uk/explore/historicallaveryinitiative/

The Guardian: *Oxford college to launch scholarship in attempt to address slavery legacy*
<http://bit.ly/saverylegacy>

Study.com: *Slavery in Great Britain: History & Timeline*
<http://bit.ly/SlaveryinGB>

Black and British: A short, essential history - David Olusoga

The Guardian: *UK firms urged to examine slavery links*
<http://bit.ly/UKfirms-eradicateslavery>

The National Archives: *Slavery and the British transatlantic slave trade*
<http://bit.ly/BritSlaveTrade>

Black Cultural Archives:
Subject Guide on Enslavement
<http://bit.ly/guide-enslavement>

Europe's new commercial centre

In 1576 the important Dutch port of Antwerp was destroyed by the Spanish. London increasingly positioned itself as the commercial and financial centre of Europe. Many trading companies had large headquarters in the City, such as East India Company House in Leadenhall Hall Street (demolished in 1860).



EAST INDIA HOUSE, 1817

JC Stadler, after Thomas Hosmer Shepherd
© Museum of London

Shares trading, insurance companies and banks grew to underpin Britain's overseas trade. The Royal Exchange was built in 1565, founded by Sir Thomas Gresham as a centre of commerce for merchants.

From the late 1600s, the trade in shares was centred around London's Change Alley in two coffee shops, Garraway's and Jonathan's. When Jonathan's burnt down in 1748, traders built a new exchange in Threadneedle Street which was opened in 1773. The marine insurance market, centred on Edward Lloyd's coffee shop, also grew up during the late 1600s, becoming the Society of Lloyds in 1774.

The expansion of London's port

In order to make sure that import duties were paid, Elizabeth I established a series of 'legal quays' between London Bridge and the Tower of London, where all foreign goods had to be landed. These were quickly overwhelmed. Similar quays with fewer privileges, known as 'sufferance wharves', were built on the south side of the river to reduce congestion. This system would remain in use until 1802 when the first enclosed docks were built.

Seafaring trade also benefited London industries such as shipbuilding and scientific and navigational instrument making.



MODEL OF OLD LONDON BRIDGE IN ABOUT THE 16TH CENTURY, 1901-39

John B Thorp © Museum of London

LESSON 2: HOW DID VOYAGES OF EXPLORATION AND TRADE EXPANSION BENEFIT LONDON?

ACTIVITIES

STARTER

Recap the knowledge covered in the last lesson regarding Roman London. Remind students that the main reason the Romans chose the site for their settlement was because of its position on the River Thames: London's location, and its port, made trade links with the rest of the world possible.

Introduce the fact that following the Norman invasion in 1066, London became home to merchants and artisans from all over western Europe.

Do the students know what a merchant does, and what a trading company is? Which European countries do the students think merchants and traders might have come from in the Middle Ages (1066–1485)?

Use the information in Setting the scene (page 31) to provide context and examples.

Explain that, in this lesson, students will be finding out about merchant trading companies that were set up in London in the late 1500s and the 1600s (late Tudor and Stuart period) to trade with the rest of the world.

Explain that there were no international banks at this time and many countries did not use money. The trading companies therefore had to use a system called barter. What does that mean?

Role play

Explain that this activity will test their understanding of bartering in **Roman London markets**.

Ask students to work with a partner. Students should each think of a household item of similar value to one another. Each student should try to explain why their item is worth trading for the other's.

Give the students two minutes to think of ideas and then take it in turns to barter. Will students strike a deal?

(After the activity, make it clear that the students do not really have to make the trade.)

World trade

Explain that during the 1600s London's international trade links helped to make it an extremely wealthy city.

The merchants who sold the trade goods in London were usually not the ones who journeyed across the world to collect them and bring them back to London. However, ships' captains and officers were permitted to trade for goods they could sell back in London. Ships on trading journeys would often carry apprentice merchants learning their master's business, or merchants' sons who were going to enter the family business.

MAIN

Ask the students to think about trading in the late 1500s and 1600s when Tudors and Stuarts wanted to discover new trade routes around the world.

Ask students what they know about the Tudor and Stuart periods.

- ♦ What might be their motivation to explore the world?
- ♦ What will they need to carry out their plans?
- ♦ What equipment would they find useful on their journey?

Journeys of exploration were dangerous and many ships did not return.

- ♦ What might have happened to the ships?

Show the map of the world in the 16th century and a modern map.

<http://bit.ly/16thC-map>

- ♦ What are the differences between the two?
- ♦ What is missing from the old map?
- ♦ Why is it missing?

Explain that the Tudor and Stuart eras were periods of great exploration, motivated by the desire to:

- ♦ Expand Britain's control of the seas
- ♦ Create wealth for both the Crown, Parliament and for private interests
- ♦ Take economic power away from the Dutch, French and Spanish

Discuss why these might have been important aspirations for Britain's rulers.

Ask your students if they know what new countries British rulers traded with and what commodities were brought back to England.

Trade Explorers: planning

Divide the class into five groups and allocate each group a *Company card* and *What happened next card*. They will be acting as assessor of voyages of exploration:

1. The Royal Adventurers into Africa
2. The Russia Company
3. The Hudson Bay Company
4. The East India Company
5. The Virginia Company

Give each group the appropriate company card, which gives them basic information about their voyage, the goods that were being traded and other useful information. Each group should create a short presentation about their allocated voyage to teach to the rest of the class. During the presentation groups should answer the questions:

- ♦ Why was this area/voyage of the world of interest to British explorers?
- ♦ What were the key aims of this voyage?
- ♦ What short term and long term impacts will this voyage have for the people in the area being travelled to?

Differentiation

Some students may need support with some of the vocabulary used in the Company and *What happened next?* cards (page 42).

Instead of giving more able students the Company cards, you may like to give them the name of the company and ask them to research it themselves online. They could then choose the appropriate information to share with their investors (keeping the outcome secret from the merchants).

Some more able students could research the history of joint stock companies. They should consider how they were set up in England from the mid-1500s onwards to finance merchant trading companies and to manage the risk.

PLENARY

Discuss how London benefitted from world trade.

- ♦ How did international trade help to make London one of the richest cities in the world?
- ♦ How did craftspeople and shopkeepers benefit as well as merchants?
- ♦ What luxury goods were available to Londoners?

Discuss the links between trade expansion and the rise of the British Empire.

- ♦ Why did Britain take over territory in other parts of the world during this time? (For example, in India, North America, Canada and the West Indies)
- ♦ How is this similar to the reasons why the Romans wanted an empire?
- ♦ In what ways were people in British territories, and other parts of the world, exploited by merchants and trading companies?

Find out what students already know about the slave trade.

- ♦ How did Londoners benefit from the trade in enslaved Africans?
- ♦ Why do they think more people at the time did not oppose this?

Explain that, although slavery in Britain was not supported by British law, some enslaved Africans were forced to come to London with their masters and were often badly treated. Some escaped and were helped to evade capture by Londoners – often those in poorer districts – who sympathised with them. Some were able to earn their freedom.

What groups of people do students think migrated of their own free will to London at this time?

Tell your students that in the next lesson they will be learning more about the impact on London of trade expansion and the growth of the British Empire.

Homework idea

Students should choose two merchant trading companies to compare and contrast. You may like to give them copies of the cards used in the activity. You could also ask them to expand on what they learned in the lesson via further research. They should evaluate the reasons why British merchants may have seen each voyage as a ‘success or failure’ of the ventures. You may like to give them headings or questions to think about to help structure their response.

Less able students could write a short paragraph about one of the trading companies and explain what trades the voyage led to.

More able students should do additional research to evaluate the perceived successes and failures of the merchant trading companies during the period. Their write up should focus on at least three companies. They should find out and explain how these companies were financed and how each voyage would have personally benefited investors.

Assessment questions and opportunities

Students’ knowledge and understanding of the impact of trade expansion on London could be assessed by asking for a written response to the question below. Answers can be assessed according to the level of knowledge and sophistication and the extent to which points are supported with specific examples.

Q How did London benefit from trade expansion in the Tudor and Stuart period?

- A1 London benefitted from trade expansion because ships sailed all around the world bringing back goods like sugar and tea. Some merchants became very rich because of this.
- A2 London benefitted from trade expansion in many different ways. Merchant trading companies were set up to trade with other parts of the world and some of these made large profits for the people who invested in them. Londoners were able to buy a greater range of goods than ever before including tobacco from North America, tea from China and cotton cloth from India. The City of London also became Europe’s biggest

financial centre.

A3 Trade expansion during this period was central to the development of London as one of the world's centres of trade and finance. Successful merchant trading companies, like the East India Company, made large profits for investors by dominating trade routes. A greater variety of goods and luxury items were imported into London than ever before, leading to increased profits for others such as auction houses and shopkeepers. The City of London became Europe's biggest financial centre with institutions including the Royal Exchange and the Bank of England.

LESSON TWO: HOW DID VOYAGES
OF EXPLORATION AND TRADE
EXPANSION BENEFIT LONDON?



RESOURCE 2.1

COMPANY CARDS



COMPANY CARD 1

THE ROYAL ADVENTURERS INTO AFRICA

It is the 1660's and England has colonised many territories in the Caribbean including Jamaica, St Kitts, Barbados, Nevis, Antigua and Montserrat.

Plantations on the islands are producing lots of sugar which is a valuable commodity, but the plantation owners need people to grow, harvest and process the sugar.

Our company would like to trade with Africa. We would like to take woollen cloth, guns, gunpowder, ammunition, ironware, alcohol and small trinkets to Africa. We will bring gold, ivory and other goods back to England and take enslaved Africans to America and the Caribbean where we will sell them to the plantation owners.

We will fill our ships with sugar, coffee, tobacco and cotton to trade back in London. These are fashionable luxuries and will sell for high prices.

We think we can earn £100,000 per year through this triangular trade. Our supporters include the famous diarist Samuel Pepys, members of the royal family, important noblemen and major London merchants.



COMPANY CARD 2

THE RUSSIA COMPANY

The year is 1551 and the Company of Merchant Adventurers to New Lands (later called the Russia Company) has just been founded. Trade with China and the Far East takes a long time and goods travel through many middlemen which makes silks and spices very expensive.

We would like to look for the Northeast Passage to China so that we don't have to sail south around the dangerous Cape of Good Hope. We think that it will make the journey between the Atlantic and the Pacific Oceans much faster.

We are led by the famous navigator Richard Chancellor and Sir Hugh Willoughby who has a lot of leadership experience.

We will take woollen cloth to trade.

We plan to bring spices from India, silk and opium from China, furs from the north and whales from the Arctic Ocean.

COMPANY CARD 3

THE HUDSON BAY COMPANY

The year is 1668. The fur trade around the St Lawrence River in northern America is controlled by the French.

We are two Frenchmen, Pierre-Esprit Radisson and Médard des Groseilliers. We have learned that the best furs are available to the north and west of Lake Superior.

The French governor in St Lawrence won't give us permission to explore the area as he does not want competition for the fur trade in his territory.

An Englishman who lives in Boston, Colonel George Cartwright, has brought us to England to help us find financing for our expedition.

We will trade knives, kettles, beads, needles and woollen blankets for luxurious furs to sell in London.



COMPANY CARD 4

THE HONOURABLE EAST INDIA COMPANY

The year is 1600. Trade with the East Indies is controlled by the Dutch. The journey to the Indian Ocean is hazardous as ships have to travel round the stormy Cape of Good Hope.

Pepper, the principal spice from the East Indies, is so valuable that shops selling it in London have heavy curtains over their doorways so that pepper dust cannot escape. It is swept up and sold.

We will take woollen cloth to trade and we will bring home spices, salt, indigo dye, cottons and silks.

We are supported by London merchants who would like to compete with the Dutch merchants who charge eight shillings a pound for pepper.

COMPANY CARD 5

THE VIRGINIA COMPANY OF LONDON

The year is 1606. The New World is an exciting new country with lands that have not been explored properly yet.

We think that the New World is full of gold and silver, and there is plenty of land for farming tobacco, which is very fashionable since Sir Walter Raleigh introduced it to London.

We will take woollen cloth and weapons to trade with the local people.

Our ships will be captained by John Smith, a strong leader and a good diplomat who can negotiate with the local tribes.

We will take people with us and we will build a new settlement in America.



WHAT HAPPENED NEXT?

THE ROYAL ADVENTURERS INTO AFRICA

A constant supply of enslaved labour was needed to farm the huge sugar, cotton and tobacco plantations. The trade in enslaved Africans had been thriving since John Hawkins' first voyage in 1562.

King Charles II granted the Royal Adventurers a charter in 1660. In 1665 the company earned £100,000 from the trade in enslaved Africans (about £13.6m in today's money).

The company ceased trading in 1672 and was replaced by the Royal Africa Company which continued to trade into the 1700s. In 1713, the British were awarded the 'asiento' in the Treaty of Utrecht. The 'asiento' was the sole right to carry enslaved Africans into the Spanish territories in the Americas. The government sold the right to the South Sea Company for £7.5m (£946m today).

Hundreds of thousands of enslaved Africans were transported across the Atlantic in terrible conditions before the Transatlantic Slave Trade was abolished in 1807. Making huge profits was prioritised over human rights, where the sugar trade alone was worth millions of pounds a year to the merchants of London.

WHAT HAPPENED NEXT?

THE RUSSIA COMPANY

In May 1553 three ships left London but Richard Chancellor's ship was separated from the other two by a storm. Sir Hugh Willoughby had no experience as a navigator. His ship made it to the mouth of the Murmansk River where it became trapped in ice. Unprepared for the intensely cold conditions, he and his men froze to death and the corpse-laden ship was discovered a year later by local fishermen.

Chancellor's ship made it to the White Sea where he encountered Russian fishermen who were amazed by the huge ship. Czar Ivan IV (Ivan the Terrible) heard of his arrival and invited him to Moscow. He was able to trade his English woollen cloth for furs and returned to England in 1554 with letters from the Czar promising trade privileges. The Company was an important diplomatic link between the two countries and was renamed the Russia Company in 1555.

Chancellor drowned in 1556, but the Russia Company (also known as the Muscovy Company) continued to trade until 1664, when the British were replaced by the Dutch as traders with Russia.

The Northeast Passage was not navigated successfully until 1915, when two Russian icebreakers successfully made the journey. Global warming means the route is now open for longer each year, and the first Chinese ship passed through from east to west in 2013.



WHAT HAPPENED NEXT?

THE HUDSON BAY COMPANY

Two ships left London in June 1668 but one had to turn back off the coast of Ireland. The other made it to Hudson Bay and the first fort on the Bay was founded soon afterwards.

The first winter trading expedition by the Company brought £1,233 (£179,000 in today's money) worth of furs back to London, which were bought immediately by one of London's top furriers.

King Charles II granted the Company a monopoly over an area of 1.5 million square miles (about 1/3 of modern Canada and part of the northern United States).

They traded furs with First Nation peoples and trappers.

When Canada became a dominion the Company was the largest private landowner in the region, and it still exists today with a chain of department stores in the United States and Canada. They are no longer active in the fur trade.

WHAT HAPPENED NEXT?

THE HONOURABLE EAST INDIA COMPANY

The first journey to the East Indies returned to London with a cargo of pepper. The captain had not been able to trade their woollen cloth, but had captured a Portuguese ship and taken its cargo of Indian cotton which he traded instead.

Queen Elizabeth I granted them a monopoly of 15 years, which was renewed several times. In India, they were granted trading rights by the Mughal Emperors which meant they could trade freely.

Eventually, as their charter rights were extended, the Company was entitled to acquire territory, mint money, command troops and fortresses, form alliances, make war and peace, and had civil and criminal jurisdiction over the areas they acquired.

By the 1800s the Honourable East India Company controlled large areas of India, as well as the tea trade and the opium trade with China, and back in London it had its own shipyards and warehouses.

The Company ceased trading in 1873.

WHAT HAPPENED NEXT?

THE VIRGINIA COMPANY

Three small ships left Blackwall in 1606 and after four months at sea they reached America. They established the Jamestown settlement and called the area 'Virginia' after Queen Elizabeth I.

There was no gold or silver in the area and investors back in London began to lose faith and patience in the Company.

John Smith developed a good relationship with the Native Americans and the Virginia Company was established in 1609. Originally the settlers were greeted with gifts of maize and other foods, but as many of them were gentlemen and their servants who were unused to hard work, they found it difficult to grow their own supplies and began to take food by force which made them unpopular.

Life expectancy of the Jamestown settlers was two years because of the harsh winter climate, the lack of fresh water, the spread of diseases like malaria and attacks by the Native Americans. Only 61 of the original 500 settlers survived the winter of 1609-10 and there is scientific evidence that they resorted to cannibalism. They nearly gave up and came back to England, but supplies arrived just in time.

From 1614 John Rolfe, who introduced new sweet varieties of tobacco, successfully harvested it and the Company's fortunes turned around. By 1640 Virginia dominated the tobacco trade.



LESSON 3

WHAT WAS THE IMPACT ON LONDON OF THE GROWTH OF THE BRITISH EMPIRE?



THE BIG IDEA

Students will explore the links between continued trade expansion and the growth of the British Empire in the industrial era. Through investigating primary pictorial evidence, they will draw conclusions about the impact on London and make connections between the growth of empire and social and industrial change.



LEARNING OBJECTIVES

All students will increase their knowledge of how world trade and migration have been central to London's history.

Most students will investigate the impact on London of the growth of the British Empire through interpreting primary pictorial evidence. They will make connections between the growth of empire and social and economic change in the industrial era.

Some students will make connections between the growth of London's wealth and the exploitation of some groups of people.



RESOURCES

- ♦ **Resource 3.1:** Engraving of Wentworth Street, Whitechapel, 1872, Gustave Doré
- ♦ **Resource 3.2:** Impact of Empire (one per student or pair)

LESSON 3

WHAT WAS THE IMPACT ON LONDON OF THE GROWTH OF THE BRITISH EMPIRE?



YOU WILL ALSO NEED:

- ♦ To download the BBC class clip:
<http://bit.ly/money-trade-brit-empire>
(duration 06.40)
- ♦ A map of the British Empire in the 1800s. For example:
<http://bit.ly/Imperial-world-map-1866>
- ♦ Portrait of Dido Elizabeth Belle, for example:
www.english-heritage.org.uk/learn/histories/women-in-history/dido-belle/

WHAT WAS THE IMPACT ON LONDON OF THE GROWTH OF THE BRITISH EMPIRE?

KEY LANGUAGE

KEY LANGUAGE	EXPLANATION	SYNONYM
Industrial Revolution	A period in history, c 1750–c 1850, when new technology led to economic and social changes, including the concentration of industry in large manufacturing centres, and the transformation of Britain from an agricultural to an industrial nation	
Industrial era	A period in history beginning with the Industrial Revolution; sometimes described as having been succeeded by the Information Age in the late 20th century	Industrial Age
Technology	Machinery and devices developed from scientific knowledge	Equipment; machinery; tools
Economic	Relating to the production, development, distribution and use of wealth, of a household, business or country	Commercial; business-related
Enslavement	The action of taking away someone's freedom and forcing them to submit to the complete control of another	Oppression; exploitation
Financial institution	Business that provides financial services for its customers, including loans, deposits, investments and insurance	
Investor	Someone who risks their money on a product or project in the expectation of making a profit	Financier; stakeholder; venture capitalist
Shares	One of the equal parts into which a company's capital is divided. The person who owns the share is entitled to a proportion of the company's profits	
Diversity	Range of different things	Multiplicity

WHAT WAS THE IMPACT ON LONDON OF THE GROWTH OF THE BRITISH EMPIRE?

SETTING THE SCENE

Europe's largest city



THE DRINKING WELL IN HYDE PARK, 1802

John Murphy, Maria Spilsbury and James Godby
© Museum of London

By the 1700s London had overtaken Paris as Europe's largest city. Over the next two centuries it became the capital not only of a 'united kingdom' but also of an expanding global empire. The city became one of the world's richest, its wealth largely created through overseas trade.

The taste for exotic luxuries like silks, Indian cottons, spices, tea and sugar ensured that there was a constant market for the goods brought back. With these goods came people from all over the world, as crew on ships or as servants.

The demand for sugar

The trade in enslaved Africans continued to be driven by the European demand for sugar, which grew still greater when tea drinking became fashionable from the 1740s. The trade contributed greatly to London's wealth. By 1750, London handled 75% of the sugar imported to Britain. By the 1780s, around 90% of the sugar available in continental Europe had been imported from Britain. Between the late 1700s and the 1850s there were hundreds of sugar refineries in the East End and between Lambeth and Rotherhithe in the south.



A WEST INDIAN SUGAR SALE, 1860

British School © Museum of London



A VIEW OF THE LONDON DOCKS, 1808

William Daniell © Museum of London

The changing face of east London

The sugar trade physically transformed London. In the 1790s, London's West India merchants, frustrated by the inefficiency of the port, lobbied the government to be allowed to build their own private docks. The West India Docks opened on the Isle of Dogs in 1802, with enormous dock basins and warehouses able to hold 100,000 large casks of sugar and rum. Other new docks soon followed, including the London Docks, the East India Docks, Surrey Docks and St Katharine Docks. By 1828, the appearance of east and south-east London had changed dramatically.

Resistance and Abolition

Resistance to slavery was widespread across the triangular circuit - from Africa, to America and the Caribbean. For centuries those enslaved had formed multiple ways of resisting bondage and reclaiming their agency. Communities known for resistance such as the *Maroons* (Africans who had escaped plantations) of the Caribbean and Latin America regularly waged war on plantation societies. Perhaps one of the most famous of these was known as *Tacky's War*. This lasted seven years and is agreed to be the largest example of African resistance to enslavement in the Caribbean. There were also regular rebellions such as that led by Sam Sharpe in Jamaica. Alongside growing abolitionist activism in the UK and the 10 year Haitian revolution, it was inevitable that slavery was finally abolished.

See additional reading page (pages 54–56).

The abolition campaign

The Transatlantic Slave Trade peaked in the 1780s. More and more people were beginning to challenge the morality of slavery. Africans in London such as Olaudah Equiano and Ottobah Cugoana wrote of the inhumanity of enslavement which helped to change public opinion. The abolition campaign focused on Parliament and the financial institutions of the City. The trade was finally abolished in 1807 although plantation slavery continued. Laws were passed preventing the possession of enslaved people within the British Empire and by British subjects in 1833, and emancipation finally happened in 1838. Planters were compensated for the loss of their 'property', and many people who were previously enslaved were tied to the plantations in an 'apprentice' scheme for a fixed period. None of those freed were compensated.

The growing power of the East India Company

The East India Company played a key role in the expansion of the British Empire and the growth of London's wealth. During the 1700s the Company built up economic and military power in India. In Bengal, its monopoly over textile production forced textile workers into debt and then virtual slavery. Vast new warehouses were built in London to house their imports. These included the Bengal Warehouse in Bishopsgate now part of the Cutler Street Warehouses that still stand today.

The Company began importing tea and porcelain from China in the 1720s. As tea-drinking became increasingly fashionable, company profits grew further. Trade with China was not easy however, as there was very little the Chinese wanted from the West. This forced the Company to buy goods with silver until they found a commodity that was sought after – opium, a highly addictive drug. In spite of prohibitions and protests from the Chinese government, the Company illegally imported opium grown in Bengal. By 1830 the opium trade was more profitable for the Company than the tea trade.

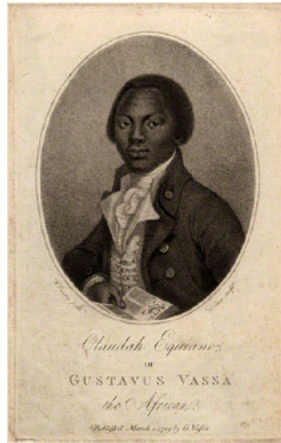
SUPPLEMENTARY READING FOR TEACHERS

Ottobah Cugoano



Kobina Ottobah Cugoano was born in Ghana in the year of 1757. He was an active abolitionist of the Transatlantic Slave Trade and had been sold into slavery himself aged just 13. By 1772, he was sold once again to a merchant. It was with this merchant that Ottobah learnt to read and write and was brought to England. Here Ottobah finally won his freedom in the 'Somerset case' which states it is illegal to enslave someone who is on British soil. For 20 years after this, until his death, Ottobah was a stark advocate of the Abolition of slavery. He also published his own biography, with the assistance of Olaudah Equiano in 1787.

Olaudah Equiano



Olaudah Equiano was born in the Kingdom of Benin (present day Nigeria). Equiano was sold into slavery as a child and trafficked to the Caribbean where he was sold to a British Navy officer. By 1766, he bought his own freedom and began to commit himself to the British abolitionist movement. During this time, Equiano joined the 'sons of Africa' abolitionist movement. He travelled the country giving lectures on the horrors of slavery and the need to abolish it. Similar to Cugoano, Equiano also published his memoirs of enslavement in 1789. He continued to commit himself to abolitionist work until his death eight years later.

RECOMMENDED READING:

Ottobah Cugoano: *Thoughts and Sentiments On the Evils Of Slavery.*

Olaudah Equiano: *The interesting Life Narrative Of The Life Of Olaudah Equiano.*

David Olusoga: *Black And British A Forgotten History*

SUPPLEMENTARY READING FOR TEACHERS

Tacky's War

Tacky's war began on 8 April 1760 in the parish of St Mary's in Jamaica. The war lasted for seven years and many other parishes in Jamaica revolted because of it. Eventually after Tacky and others from the resistance had returned to the mountains they were tracked down and killed by maroons. The latter had signed a treaty with the British 20 years earlier just after the 'First Maroon War'. The treaty stated that in return for their own land and freedom they must stop raiding plantations in Jamaica. It also stated they must assist the British should there be any insurrections. This treaty was known as the 'Maroon Treaty'. Once Tacky and other members of the resistance had been found 400 members of the resistance were killed. A further 600 were sold back into enslavement.

RECOMMENDED READING:

Understanding Slavery Initiative:

Resistance and Rebellion.

<http://bit.ly/resistance-rebellion>

Tacky's War.

<http://bit.ly/tackyswar>

The Abolition Project:

Jamaica (1831) - The Rebellion

<http://bit.ly/jamaicarebellion>

Importance of the memoirs left by those enslaved:

The memoirs left behind by Cugoano, Equiano and others are hugely important. It gave people in the UK a chance to learn about the lives of those who had been trafficked during the Transatlantic Slave Trade. In so doing. It was also an opportunity to empathise with them. More information around the reality of slavery meant more heard these narratives. It also led more to organise in resistance to the institution of slavery.

Compensation and Abolition:

In the Slavery Abolition Act 1833, former owners of those enslaved were compensated £20m to make up for the 'loss of property'. In today's money that amounts to approximately £16.5bn. The money used to pay former owners of the enslaved was funded by the UK taxpayer and the total sum was not entirely paid off until 2015.

RECOMMENDED READING:

The Telegraph:

How the Government only finished paying off the UK's slavery debt in 2015

<http://bit.ly/SlaveryDebt2015>

The National Archives: *National Debt Office: Abolition of Slavery Act 1833, Registers of Compensation Paid to Slave Owners*

<http://bit.ly/saveryact1833>

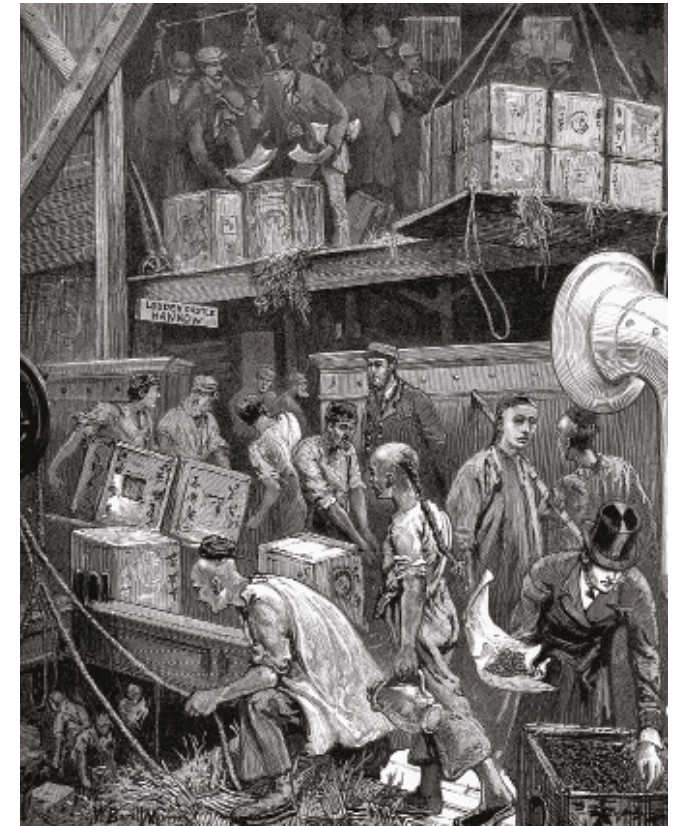
An expanding city

By 1800 the population of London was around 1,000,000. The British Empire was expanding and the Industrial Revolution was about to cause a surge in manufacturing, engineering and building. Over the next 100 years the population of London would increase to 6.7 million, mainly due to migration. Many of these new Londoners were invited from overseas and other parts of the British Isles with the promise of work and rights.

Students and professionals arrived from Africa, the Caribbean and India. Chinese sailors settled in the docks area leading to the development of Limehouse as the first Chinatown. The docks also saw the arrival of Indian sailors, called lascars, including Sylhetis from Bengal. In the mid-1800s thousands of Irish immigrants arrived, escaping from the potato famine in Ireland. Many found work as dockers or labourers.

Jewish people from Western Europe had been returning to London since 1656, when they were officially allowed to. These were mostly wealthy financiers, merchants and businessmen who played an important role in the economic growth of the city.

In the 1880s, Jewish refugees escaping religious persecution in Eastern Europe brought tailoring and woodworking skills. These poorer migrants settled in the East End where they established synagogues, kosher butchers and bathhouses.



THE ARRIVAL OF THE STEAMSHIP LOUDOUN CASTLE AT THE LONDON DOCK, 1877

Anon © Museum of London

Trade and industry



PRINT OF THE GREAT EXHIBITION SHOWING
AN EXHIBIT OF PRODUCE FROM THE BRITISH
COLONIES, 1851

© Museum of London

The Great Exhibition of 1851, staged in the Crystal Palace in Hyde Park, showcased Britain's place as the leading industrial nation of the world. Whilst it was a platform for 'the works of industry of all nations'; in reality it was intended to show that Britain was leading the way.

London was not only the political and financial capital of a vast empire, but also its largest manufacturing centre. Raw materials from the colonies fuelled London's industries, from engine works and shipbuilding, to sugar refineries and soap factories, to small family businesses making doormats and brushes. New technology was used on enormous building projects, including the railway network, the dock systems, pumping stations and the sewer network.

Merchants, investors, financiers and factory owners grew rich on the profits of empire. However, those who worked at the docks and markets, on construction sites and in the factories, often barely earned a subsistence wage. London was one of the wealthiest cities in the world, but over one third of Londoners lived in poverty.

THE AGE OF EMPIRE: LONDON LEGACIES AND THINGS TO SPOT

The Crystal Palace Park dinosaurs

At the end of the Great Exhibition, the Crystal Palace was moved from Hyde Park to Sydenham. The first ever life-size models of dinosaurs were commissioned to join the Crystal Palace in its new location. Although the Crystal Palace burnt down in 1936, the dinosaurs remain.

Victoria & Albert and Science Museum

Profits from the Great Exhibition helped to create the South Kensington Museum which later became the V&A and the Science Museum. Exhibits from the Great Exhibition also formed the basis of the collections for the South Kensington Museum.

Tate Sugar Refinery

The Tate (now Tate & Lyle) Sugar refinery opened in 1878 is still in Silvertown, east London. When the founder, Henry Tate, offered his collection of British art to the nation, it was the beginnings of the nation's most important art collection.

Cutty Sark

The Cutty Sark at Greenwich was one of the last tea clippers to be built and dates from 1869.

WHAT WAS THE IMPACT ON LONDON OF THE GROWTH OF THE BRITISH EMPIRE?

ACTIVITIES

STARTER

Recap the knowledge gained in the last lesson of how the expansion of Britain's trade network – financed by London merchants – led to the beginnings of the British Empire.

Show the map of the British Empire.

- ♦ Which countries became part of the British Empire?
- ♦ Can you see any links between any of these countries and the trading companies studied in the last lesson?

Show the BBC class clip about the role money and trade played in the growth of the British Empire, and the enslavement of Africans, in order to revise and extend this knowledge into the 1700 and 1800s.

<http://bit.ly/British-money-trade>

- ♦ What drove continued trade expansion and the growth of the Empire?
- ♦ Which trade enabled some merchants and investors to become immensely wealthy?
- ♦ How did this benefit London, as the capital of the Empire?
- ♦ Do you think this was morally right?

MAIN

Explain that in this lesson students will be finding out more about the impact on London of trade expansion and the growth of the British Empire in the late 1700s and 1800s, and how this was linked to social and economic changes at the time.

Explain that this was the period during, and immediately following, the Industrial Revolution.

Discuss what students already know about this period.

- ♦ What technological and economic changes took place during it?
- ♦ Why did this lead to more people moving from the countryside to towns and cities?

A diverse city

Explain that they are going to start by looking at images of two Londoners from this period to find out what they can learn from them about London at this time.

Show students the portrait of Dido Elizabeth Belle and the engraving of Wentworth Street, Resource 3.1 (you may also like to give out hard copies).

Ask students to focus on the young woman on the left (i.e. Dido) in the portrait, and the young man who seems to be wiping a plate (possibly a lascar), in the centre of the engraving.

Do not give the students any additional information at this point but ask them to compare and contrast the young people with a partner. You may like to give them a few focus questions. For example:

- ♦ What are the economic circumstances of the young people? How can you tell?
- ♦ What do you think the relationship is between them and the other people in the picture?
- ♦ Do you think they were born in London? If not, what countries might they have come from?

You might ask students to give a written response, comparing and contrasting the two young people.

Reporting back

Ask students to report back on their ideas then tell them that the young woman was called Dido Elizabeth Belle (1761-1804). She was the illegitimate daughter of a naval captain and a mixed-race woman, probably enslaved, called Maria Belle. Dido was sent back to Kenwood House in West London – a very wealthy area – to live with her great-uncle, the Earl of Mansfield, who was already raising his granddaughter Elizabeth (the other woman in painting) after the death of her parents. Although they were cousins they were treated differently. Dido did not eat with the family if they had guests, but would join the ladies after the meal, for example. Her status was probably that of a personal companion to her cousin, and she also helped her great-uncle with correspondence.

- ♦ Is there anything about Dido's story that surprises the students?
- ♦ What does it show about the position of black people in London at the time?

Explain that we do not know anything about the young man in the other image except that he was living in a street in Whitechapel, in east London – a very impoverished area – when he was sketched by a French artist called Gustave Doré in the early 1870s. He may have been an Asian sailor, perhaps from Bengal, employed on one of the East India Company's ships. Sailors from overseas would find cheap lodgings, near the river and docks, when in London.

- ♦ How are both these young Londoners connected to trade and the British Empire?
- ♦ What do their stories show about the diversity of Londoners' experiences?

Draw out points about social, economic and cultural, as well as ethnic, diversity.

Point out the seated Jewish man in the bottom right hand corner of the Dore image. Do the students know of any other groups of migrants who settled in London during this period (for example, Irish people escaping the potato famine in the 1840s and 50s)?

Impact of Empire

Give out copies of Resource 3.2 *Impact of Empire* (page 65). You may wish students to complete these individually or with a partner.

Explain the task: students are to work with a partner. They should study six different images of London in the 1800s. They should read the information in the description and discuss what they can see in the images.

They then need to decide which of the six different themes the image relates to:

- ♦ Industry and manufacture
- ♦ Imported goods
- ♦ Immigration and diversity
- ♦ Building projects
- ♦ Financial institutions
- ♦ Transport

Explain that they may be able to connect the image to more than one theme, in which case they should put a tick beside all those that apply.

In the comments section of the resource, or in their exercise books, they should explain how the image illustrates the impact of the British Empire on London.

For example, if students were writing about the Dore image, they might say it illustrates immigration and diversity, as it shows a young man, who is perhaps a sailor from a country in the British Empire, who is living or staying in London. They might also say it shows how not all Londoners benefitted from the wealth of the British Empire as some were living in poverty.

Differentiation

You may wish to reduce the number of images for some students, as appropriate.

Instead of giving the activity sheet to more able students, you may prefer just to give them the list of themes as prompts. They should then analyse each image and explain as fully as possible how it illustrates the impact of the British Empire on London.

PLENARY

Report back on the different images and the conclusions students drew from them.

- ♦ **How did the British Empire impact on London?**
Draw out points related to the different themes.
- ♦ **How was this impact connected to social and economic change during the industrial era?**
Draw out points related to London's development as a large manufacturing centre, and the migration of people to the city in search of work.

- ♦ **Which groups of Londoners benefitted most from its position as the capital of the British Empire?**
- ♦ **Which groups benefitted least?**

Assessment questions and opportunities

Students' knowledge and understanding of the impact of the British Empire on London during this period could be assessed by asking for an extended written response to the enquiry question below.

Q What was the impact on London of the growth of the British Empire during the industrial era?

Answers can be assessed according to the level of knowledge and sophistication and the extent to which points are supported with evidence.

All students should be able to describe how goods from around the British Empire were imported into London and people from other parts of the Empire moved here. They should show some awareness that these were linked to

changes that took place during this period, with large factories being built and people moving to the city in search of work.

Most students should be able to demonstrate a clear understanding of how the growth of the British Empire impacted on London in several different ways. This might include a description of how the docks were built to accommodate the increase in shipping, and how this in turn led to the growth of London out to the east. They should show a knowledge of how London factories benefitted and how this was linked to the growth of London as a manufacturing centre during and after the Industrial Revolution. They should describe how different groups of people migrated to London in search of work. They should show an awareness that not all Londoners benefitted equally from the wealth created by the Empire.

Some students should be able to demonstrate an excellent knowledge and understanding of how the British Empire impacted on London. They should give detailed examples of how London's economy benefitted and the city developed, including the creation of dock companies and the construction of the docks, and the further growth of the City of London as one of the world's leading financial centres. They should show a clear understanding of how the growth of the Empire was linked to the demand for raw materials by London's factories and how this was interconnected with industrialisation and the growth of London as a manufacturing centre. They should give examples of the different groups of people who moved to London during this period, and make clear links between some of these and the expansion of trade and the Empire. They should show a clear understanding that the wealth of the Empire was not evenly distributed, giving examples of those who benefitted and those who were exploited.

Homework idea

Students can use websites that have a range of archive material in order to answer an enquiry question related to the British Empire and/or to London's trade and industry during this period. For example, the National Maritime Museum has a range of sources including short films and images of paintings and objects focussed on the enquiry question:

How did the East India Company change lives in Britain and Asia?

<http://bit.ly/east-india-co>

You may wish to narrow the focus of the question to:

How did the East India Company change the lives of Londoners?

Differentiation

More able students may be able to navigate the resources on the website independently in order to produce a written response to the question. You may wish to direct most students to particular resources and provide a template to help structure their responses.

Less able students can visit the National Archives website to explore archive material that enables them to answer the question:

What was it like to visit the Great Exhibition?

<http://bit.ly/Victorians-great-exhibition>

They could be given a template to enable them to create a storyboard to answer the question.

LESSON 3: WHAT WAS THE IMPACT ON LONDON OF THE GROWTH OF THE BRITISH EMPIRE
RESOURCE 3.1: WENTWORTH STREET, WHITECHAPEL, 1872



WENTWORTH STREET, WHITECHAPEL, 1872
Gustave Doré © Museum of London

LESSON 3: WHAT WAS THE IMPACT ON LONDON OF THE GROWTH OF THE BRITISH EMPIRE?

RESOURCE 3.2: IMPACT OF EMPIRE



Look at each of the images and read the information in the description. Put a tick beside the theme, or themes, that you think each one relates to. Explain how you think the image illustrates the impact of the British Empire on London.



THE GREAT EXHIBITION, COLONIAL PRODUCE, 1851

A print of the Great Exhibition in 1851, showing an exhibit of produce available from British colonies in the Caribbean, including sugar cane and bananas. The Great Exhibition at Crystal Palace displayed goods and produce from all over the world.



EAST INDIA HOUSE, 1817

The East India Company ruled British India from this building until 1858, with little interference from the British Government.

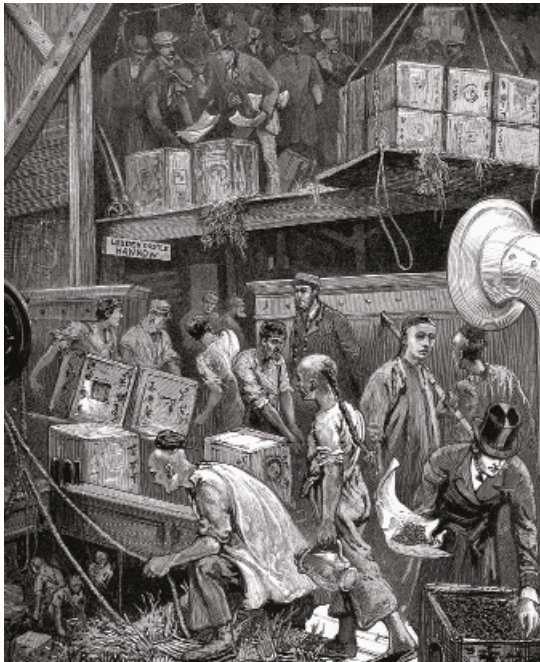


THE GREAT HALL, BANK OF ENGLAND, 1808-1810

The Bank of England was the largest, most powerful financial body in the City of London. During the late 18th and early 19th century, its buildings were redeveloped in a grand style. In the Great Hall, bank notes were issued and exchanged.

LESSON 3: WHAT WAS THE IMPACT ON LONDON OF THE GROWTH OF THE BRITISH EMPIRE?

RESOURCE 3.2: IMPACT OF EMPIRE



Arrival of Loudoun Castle at the London Dock, 1877

The steamship Loudoun Castle has arrived at the London Dock after carrying tea from China. Chinese sailors or Lascars are helping to unload the cargo. Merchants are shown sampling the tea (although this is unlikely to have happened until the cargo had been warehoused).



View of the London docks, 1808

The five warehouses of the western dock line the quay at the centre. To the right lies the river Thames. In the far distance, the West India Docks can be glimpsed on the Isle of Dogs, and beyond, the buildings of the East India Docks at Blackwall.



Panorama of the Thames from Millbank, c 1850

The view looks west up the River Thames from Grosvenor Road in Pimlico. On the north bank there are factory chimneys and windmills; the nearby south bank is undeveloped.

LESSON 3: WHAT WAS THE IMPACT ON LONDON OF THE GROWTH OF THE BRITISH EMPIRE?

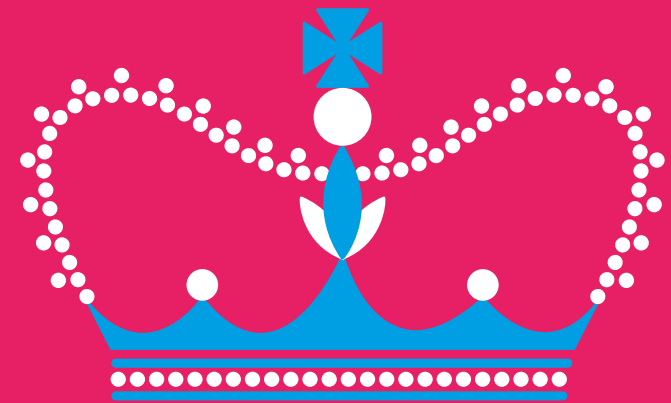
RESOURCE 3.2: IMPACT OF EMPIRE – ACTIVITY SHEET



IMAGE TITLE	THEME	COMMENTS
VIEW OF THE LONDON DOCKS, 1808	Industry and manufacture	<input type="checkbox"/> Imported goods <input type="checkbox"/>
	Immigration and diversity	<input type="checkbox"/> Building projects <input type="checkbox"/>
	Financial institutions	<input type="checkbox"/> Transport <input type="checkbox"/>
THE GREAT HALL, BANK OF ENGLAND: 1808-1810	Industry and manufacture	<input type="checkbox"/> Imported goods <input type="checkbox"/>
	Immigration and diversity	<input type="checkbox"/> Building projects <input type="checkbox"/>
	Financial institutions	<input type="checkbox"/> Transport <input type="checkbox"/>
EAST INDIA HOUSE, 1817	Industry and manufacture	<input type="checkbox"/> Imported goods <input type="checkbox"/>
	Immigration and diversity	<input type="checkbox"/> Building projects <input type="checkbox"/>
	Financial institutions	<input type="checkbox"/> Transport <input type="checkbox"/>
PANORAMA OF THE THAMES FROM MILLBANK: c 1850	Industry and manufacture	<input type="checkbox"/> Imported goods <input type="checkbox"/>
	Immigration and diversity	<input type="checkbox"/> Building projects <input type="checkbox"/>
	Financial institutions	<input type="checkbox"/> Transport <input type="checkbox"/>
THE GREAT EXHIBITION, COLONIAL PRODUCE, 1851	Industry and manufacture	<input type="checkbox"/> Imported goods <input type="checkbox"/>
	Immigration and diversity	<input type="checkbox"/> Building projects <input type="checkbox"/>
	Financial institutions	<input type="checkbox"/> Transport <input type="checkbox"/>
ARRIVAL OF LOUDOUN CASTLE AT THE LONDON DOCK, 1877	Industry and manufacture	<input type="checkbox"/> Imported goods <input type="checkbox"/>
	Immigration and diversity	<input type="checkbox"/> Building projects <input type="checkbox"/>
	Financial institutions	<input type="checkbox"/> Transport <input type="checkbox"/>

EXPLORE

Students will use their local area as well as wider London to explore diversity and connect their learning with their class-based activities. A structured visit linked to London's history as the centre of the British Empire is recommended. The focus for this could be trade and exploration or migration by a particular ethnic group and that community's impact on London. A visit to the local high street is also recommended to assess the impact of migration on the local community.



EXPLORE THE WORLD CITY



THE BIG IDEA

Students will use their local area as well as wider London to explore the impact of migration, trade, exploration and empire on the city.



LEARNING OBJECTIVES

All students will use a museum and their local area in order to find out more about the history of London and its cultural diversity.

Most students will consolidate their chronological knowledge of London's history and deepen their knowledge and understanding of how world trade and migration have been central to the city's development.

Some students will deepen their knowledge and understanding of how global issues impact on London.



RESOURCES

Visit 1:

- ♦ **Resource E1:** Trade and exploration (one per student)
- ♦ **Resource E2:** Migration (one per student)

EXPLORE THE WORLD CITY



YOU WILL ALSO NEED:

Visit 1:

- ♦ A notebook and/or sketchbook
(one per student)

Visit 2:

- ♦ A notebook and/or sketchbook
(one per student)
- ♦ Digital cameras or mobile phones
(one per group)

EXPLORE: THE WORLD CITY

KEY LANGUAGE

Key language will depend on the location of your visit but may include:

KEY LANGUAGE	EXPLANATION	SYNONYM
Museum	Place where objects of historical, artistic, or scientific interest are collected, exhibited, conserved and studied	
Museum gallery	Room in a museum where objects are displayed, usually grouped by a theme or historical period	
Archive	Place where historical documents and written records are stored, conserved and studied	
Film archive	Place where films, including newsreels and amateur films are stored and conserved	
Archive	Object made by a human being, usually one which has historical, artistic, or cultural value	Object
Document	Piece of written or printed paper that provides information or evidence	Record

EXPLORE: THE WORLD CITY

PREPARING FOR YOUR VISIT

A pre-visit to your chosen venue is strongly recommended, as you can then ensure your students' time is focused in the most relevant areas. The learning staff at most sites will be happy to help you get the most out of your visit, and can direct you to existing gallery materials.

Explain the Connect activity prior to your visit so that students can focus on any evidence that they discover relevant to their presentations. Students should be organised into groups that they will work in during the visit, and will remain in for the Connect activity.

EXPLORE: THE WORLD CITY

VISIT 1: LONDON MUSEUMS

FIND OUT MORE ABOUT TRADE AND EXPLORATION AND/OR MIGRATION

Visit the Museum of London Docklands

1 Warehouse, West India Quay,
London E14 4AL

www.museumoflondon.org.uk/docklands

The Museum of London Docklands tells the story of the Port of London and the East End, and includes the London Sugar & Slavery gallery. The galleries support the study of both trade and exploration and migration. The schools programme has sessions relating to London's links with slavery and also a more general session called 'London: A home from home', which provides an overview of London as a multicultural city. A dual-site visit with the National Maritime Museum is also available.

Visit the Museum of London

150 London Wall, London EC2Y 5HN

www.museumoflondon.org.uk/london-wall

The Museum of London tells the story of London from pre-Roman times to the present day. The Roman gallery, in particular, supports the study of trade, exploration and empire, as does the Expanding City gallery. The three Galleries of Modern London have a particular focus on migration and diversity. The schools programme has a number of sessions that support the World City unit, including 'Belonging' and 'The Impact of Empire'.

Find out more: To book a free self-directed school visit, or a facilitated session, at either the Museum of London or the Museum of London Docklands complete the booking form on the museum's website:

www.museumoflondon.org.uk/schools/enquiries-and-booking

Visit Royal Museums Greenwich

www.rmg.co.uk

Royal Museums Greenwich, including Cutty Sark and the National Maritime Museum, offer sessions linked to life at sea and trade, slavery and empire including 'The British Empire', 'The East India Company' and 'Slavery: London and beyond' study days. The 'Traders: the East India Company and Asia' gallery at the National Maritime Museum is particularly relevant to the study of trade and exploration.

Find out more: School visits and taught sessions at the National Maritime Museum are free. Self-directed visits to the Cutty Sark are free to schools in Greenwich; charges apply to schools in other boroughs and for facilitated sessions.

To find out more about booking a self-guided visit or a taught session visit:
www.rmg.co.uk/schools

OTHER SUGGESTED VENUES:

London Metropolitan Archives offers a number of sessions on London's multicultural history, but these are popular and tend to book up quickly.
<http://bit.ly/London-metro-archives-learn>

The Jewish Museum offers a session on the experience of Jewish people in the East End, as well as having permanent galleries on Jewish history in London.
<https://jewishmuseum.org.uk/schools/>

Redbridge Museum offers sessions on South Asian and Caribbean migration, and on the Commonwealth's contribution to World War II.

<http://bit.ly/redbridge-schools>

Kenwood House has a session on Slavery and Justice, which links to the Dido Elizabeth Belle activity in Lesson 3.
www.english-heritage.org.uk/visit/places/kenwood/school-visits/

The Black Cultural Archives are the only national heritage centre dedicated to collecting, preserving and celebrating the histories of African and Caribbean people in Britain.

Located at 1 Windrush Square in Brixton, entry is free and collections can also be viewed online.

www.blackculturalarchives.org

You can also use their in-depth Subject Guide on Enslavement:

<http://bit.ly/guide-enslavement>

Hackney Museum has permanent galleries relating to Hackney's diverse population.

<https://hackney-museum.hackney.gov.uk/learning/>

19 Princelet Street is Europe's first museum of immigration and diversity, and group visits can be organised via the website: www.19princeletstreet.org.uk

This list is by no means exhaustive, and you may also wish to contact your local museum or archive as they will have collections relevant to your school's immediate area.

EXPLORE: THE WORLD CITY

VISIT 2: YOUR LOCAL HIGH STREET

THE IMPACT OF MIGRATION IN YOUR AREA

Take your class to your local high street and tell them that they are going to investigate the impact of migration in your area. A high street is an excellent way to monitor how areas have changed over time as facilities such as shops, churches and community centres will grow up to support new communities.

Depending on the size of your high street, divide your class and allocate a stretch of shops/buildings to each group. Ask them to note down what each building is and whether it is related to a particular ethnic group – for example, a Vietnamese restaurant, a Polish shop, a sari shop, and so on. If you have a set of digital cameras, ask students to photograph their section of the street or individual buildings, or students could use their mobile phones and email photos, or upload them to a Flickr group.

When you get back to school, create a map of your high street. This could be a simple row of boxes representing each side of the street, or you could use your digital photos to create a pictorial record.

Ask your students to make observations about the nature of your high street.

Some starter questions might be:

- 1 How many different ethnic groups are represented by the shops and other facilities on your high street?
- 2 Is it always easy to tell what a building is used for?
- 3 Do any businesses look newer than others? Why do you think this is?
- 4 If businesses are very new, can you remember what was there before?
- 5 What can the high street tell you about how your local area is changing?
- 6 Do you think that if you compared your local high street to one in another area of London you would get the same results?

Find out more:

www.towncentred.com/ideas-1/ethnicdiversityandhighstreetregeneration

Your local library or archive may hold copies of street directories such as Kelly's or the Post Office Directories, which would allow you to discover what occupied the high street premises in the past. The Science Museum archive holds some examples, and a complete set is also held at the Guildhall Library in the City of London.

EXPLORE: THE WORLD CITY

RESOURCE E1: TRADE AND EXPLORATION

On this visit you will be exploring how London has been connected to the rest of the world through trade and exploration throughout its history.

Investigate the evidence in the museum galleries

Ensure that you investigate all the evidence. This might include: text panels, paintings, photographs, posters, artefacts, clothing, archive film, touch screen interactives, audio recordings, models and reconstructions.

Record information and evidence

Try to find information on each of the following topics. Make a detailed record of **one** item of evidence for **each** topic. For example you could make a labelled sketch of an artefact or model, write a description of a painting or make notes about a display.

The questions are designed to help focus your research and note taking.

The port of London

- 1 How did this connect London to the rest of the world? How did it change over time?
- 2 When were the docks constructed? What impact did these have on London?
- 3 What goods were imported into London? What countries did these come from?

London and shipping

- 1 What different types of ships were built in London at different times in history?
- 2 How did new technology make voyages of exploration possible in Tudor and Stuart times? How did these expand London's trade networks?
- 3 What evidence can you find for other industries connected to shipping in London?
- 4 Which countries did London merchants trade with before the 1600s?

- 5 What evidence is there that some made large profits through trade?
- 6 What different merchant trading companies were there? Where did they trade?

The British Empire

- 1 How was the growth of the Empire connected to Britain's trade networks?
- 2 Why was the military power of the Royal Navy essential to trade expansion?
- 3 How did London benefit as the capital of the Empire?

London commerce

- 1 Which industries in London were dependent on overseas trade for raw materials?
- 2 What goods and products did London export overseas?
- 3 Which financial institutions grew up in the City of London to support trade?

EXPLORE: THE WORLD CITY

RESOURCE E2: MIGRATION

On this visit you will be exploring how migration has influenced the development of London throughout its history.

Investigate the evidence in the museum galleries

Ensure that you investigate all the evidence. This might include: text panels, paintings, photographs, posters, artefacts, clothing, archive film, touch screen interactives, audio recordings, models and reconstructions.

Record information and evidence

Make notes on the following questions. Support your answers with examples and evidence from the galleries.

- 1a Which countries have migrants come from at different times in London's history?
- 1b What different reasons have they had for moving here?
- 1c What different skills and expertise did they bring with them?
- 1d What difficulties have some migrants to London encountered?
- 1e Which parts of London have different communities settled in?
- 1f How have migrants enriched the cultural life of the city?
2. Find **two** objects that illustrate the skill and expertise of migrants to London. Draw and label a detailed sketch of each.

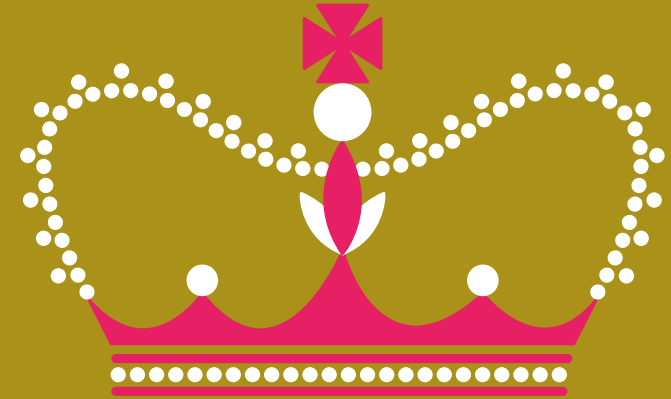
Discuss your findings

Discuss with your group the reasons why London has been a centre of migration throughout its history.

- ♦ How have migrants influenced the physical, economic and cultural development of London?
- ♦ Which community would you like to find out more about?

CONNECT

In this section students will consolidate and extend what they have learned and understood. They will conduct research as a group, using census data for London, mapping sites, information resources and other sources of data to develop a presentation on a particular ethnic group's history in, and impact on, London, focusing on post-war migration. They will reflect on what they have learned throughout the unit.



LESSON 4

MIGRATION TO LONDON SINCE WORLD WAR II



THE BIG IDEA

The purpose of this lesson is for students to apply the knowledge they have gained, undertake further research using a range of sources, and organise the evidence they have collected to develop a presentation. They will consider the contributions made by different migrant communities to London's economy and cultural richness, and evaluate the impact of migration on London throughout the city's history.



LEARNING OBJECTIVES

All students will find out that different groups of people have come to London since World War II for a variety of reasons.

Most students will understand how migrants have contributed to London's economy and infrastructure and that the city's population today is made up of many different cultures and ethnic groups. Most students will select and organise appropriate evidence to use and develop their presentation skills.

Some students will draw conclusions about change and continuity throughout London's history of migration and cultural diversity.



RESOURCES

- ♦ London migration timeline

LESSON 4

MIGRATION TO LONDON SINCE WORLD WAR II



YOU WILL ALSO NEED:

- ♦ To create a PowerPoint presentation including instructions for the presentation task, questions to think about when planning this, suggested websites to use and assessment criteria (if used).

OptiRead articles add download the BBC class clips:

- *Keep London moving with immigrant labour in the 1950s*
www.bbc.co.uk/programmes/p00x56hv
- *Windrush: Who exactly was on board?*
www.bbc.co.uk/news/uk-43808007
- *Windrush generation: First impressions of the UK*
<http://bit.ly/bbc-windrush-impressions>

LESSON 4: MIGRATION TO LONDON SINCE WORLD WAR II

KEY LANGUAGE

KEY LANGUAGE	EXPLANATION	SYNONYM
Post-war	The period after a war; generally used in Britain to refer to the decades after World War II (1939-45)	
Refugee	A person who has fled to another country to escape persecution; in Britain today it is also a legal term for someone who has made a successful claim for asylum	Exile; displaced person; escapee
Commonwealth community	An international association of countries made up of Britain and states that were previously part of the British Empire group of people living in the same place and/ or who share things in common	Neighbourhood; body; society

LESSON 4: MIGRATION TO LONDON SINCE WORLD WAR II

SETTING THE SCENE

Please read in conjunction with the London Migration Timeline (page 79)

When World War II ended in 1945, it was recognised that rebuilding the British economy, and cities like London, required a large influx of migrant labour. Initially recruitment campaigns were aimed primarily at white Europeans and, in the years immediately after the war, new arrivals came to London from all over Europe and other parts of the British Isles. These included large numbers of Irish and Italian labourers and refugees from Eastern Europe, including Polish soldiers who had fought alongside the allies during the war.

In 1948 the British Nationality Act gave all Commonwealth citizens right of entry into Britain. Recruitment campaigns encouraged people from Commonwealth countries including the Caribbean, India and Pakistan to come and help rebuild the 'mother country'. The symbolic starting point of post-war migration from the Caribbean is now seen as the journey of the SS Empire Windrush from Kingston,

Jamaica, to Tilbury, in Essex, in June 1948. On board were 500 men hoping to start new lives in Britain, most of whom settled in London.

Migrants from the Indian subcontinent arrived in London during the 1950s and 1960s. These included Hindus from the Gujarat region of western India, Sikhs from the eastern Punjab region, and Muslims both from the west part of Pakistan and from East Pakistan, which became Bangladesh in 1972.

Settling down

Migrant settlement is influenced by a number of factors, most importantly the availability of housing and employment. For example, Jamaican people were housed initially in the Clapham South deep shelter, close to the Coldharbour Lane employment exchange in Brixton, so this became a locus for settlement. Later Caribbean migrants, such as those from Trinidad and Tobago, settled in the Notting Hill area. Many landlords displayed signs saying 'No Blacks, No Irish, No dogs', so groups of family, friends

and acquaintances would work together to buy a house where they could live while the group saved for the next house. In this way the Caribbean community began to grow in west London.

Often people settled close to their point of entry, leading to the historic concentrations of South Asian groups in areas like Newham and Tower Hamlets in the eastern boroughs (close to the docks) and more recently parts of Ealing and Hounslow in the west (close to Heathrow). Situated away from the city and with access to the transport networks, these areas were also centres of industry and provided factory employment for the new arrivals. There is usually a secondary migration as people become financially stable – Jewish people left Whitechapel and moved north and east to areas like Golders Green, Stamford Hill and Ilford, for example. The space they leave behind is usually filled quickly by the newest migrant groups, most recently those from within the European Union, as border and employment restrictions were lifted.



A MAN ON THE DOORSTEP OF TERRACED HOUSE, KENSINGTON, 1961

© Henry Grant Collection/Museum of London

War and refuge

From the late 19th century onwards London had become a focus for refugees from Germany, Eastern Europe, war-torn African nations and other countries undergoing political upheaval or natural disasters. Many chose to settle in London as there were already communities established from their countries and economic, religious and cultural support was readily available. Compulsory dispersal of refugees was trialled after the end of the Vietnam War, to ease the pressure on London's social services. The scheme failed however, as there was no support for the refugees in the rural areas they were sent to. Secondary migration to London followed quickly, and communities established themselves in areas like Hackney and Southwark. Other refugee groups were allocated to different London boroughs in turn, recognising that community support was an important factor in successful resettlement.

Migration to London from around the country

London, as the capital city, has also always been seen as a place of opportunity – from Dick Whittington onwards, people have travelled here to seek their fortunes. The collapse of industry in Wales and the north of England left large pockets of unemployment and workers migrated to London in search of better employment opportunities. When the potato crops failed in Ireland the Irish migrated in their thousands to find work on the railways and canals or in the docks and factories. After World War II, London Transport and the newly formed NHS recruited heavily outside London. Work in the construction industry rebuilding the city after the Blitz was a draw for unskilled and semi-skilled labourers. Few made their fortune, but many stayed anyway – areas like Kilburn are still strongly Irish, while there are a number of Welsh churches and schools in west London.

LESSON 4: MIGRATION TO LONDON SINCE WORLD WAR II

VISIT FEEDBACK

Begin with a class discussion of the visit. For example:

- ♦ What did you enjoy the most/find most interesting?
- ♦ If you visited a museum, what methods of interpreting the past did you find most effective?
(For example, displays of objects, reconstructions, interactive exhibits, archive films, recordings of personal accounts.)

What new information did you find out about the impact on London of exploration and trade and/or migration?

What would you like to find out more about?

Presentation preparation

Explain that the students will be working in groups to create a presentation about Londoners who have moved here since World War II.

Find out what students already know about World War II and the Blitz.

- ♦ Why might London, in particular, need migrant workers to move here after the war?

Optional

Show the BBC class clip about London Transport's recruitment of workers from the Caribbean in the 1950s:

Keep London moving with immigrant labour in the 1950s

www.bbc.co.uk/programmes/p00x56hv

- ♦ Which countries and areas did London Transport initially try to recruit from?
- ♦ Why do you think this was?
- ♦ What other industries also needed the workers from the Caribbean?

And/or the arrival of the Windrush:

Windrush: Who exactly was on board?

www.bbc.co.uk/news/uk-43808007

- ♦ Why did men from the Caribbean come to Britain?
- ♦ Why do you think many of them settled in London?

Am I a Londoner?

Ask your students to define what makes someone a 'Londoner'? Is it:

- ♦ Where they were born?
- ♦ Where they live?
- ♦ Who their parents are?
- ♦ Is it an attitude or a state of mind?
- ♦ Ask the students if they consider themselves to be Londoners and why.

Explanation of task

Explain to the students that each group will be given a post-war group of settlers in London to research, and that they will be presenting their findings to their peers at the end of the unit of work.

Students can either be told what form the presentation should take, or they could be encouraged to use their own judgement. Suggested forms could include a PowerPoint presentation, a Prezi, a scripted drama, an annotated Pinterest board or a group essay.

Communities that could be researched include those from:

- ♦ The Caribbean
- ♦ South Asia (this could be further divided)
- ♦ Vietnam
- ♦ Poland or other Eastern European countries
- ♦ African countries

The communities suggested above link to the historical groups discussed in previous lessons, but this could also be an excellent opportunity to make this unit more relevant to your students by focusing on cultures that have particular significance to your school's local

population. This will foster a deeper understanding of their local borough and the issues people may be facing.

Stress that students should be concentrating on the period since 1948. Use the London Migration Timeline resource to give them an overview of the period.

Depending on your students' abilities, they can either find their own sources (which they will need to record) or you could recommend appropriate resources for them to use.

Starter questions could include:

- ♦ Why did this group of people choose to come to London?
- ♦ What problems have they had to face in London?
- ♦ Where in London do they live?
- ♦ How do we celebrate their culture in London today?
- ♦ How have they influenced London's culture, food and language?

Encourage students to find evidence of their community in the local area as well as in wider London.

Information about London today can be found on London.gov.uk. The census summary from 2011 (the most recent census – the next one will be published in 2012) can be found at London.gov.uk, particularly the census summary from 2011 (the most recent census – the next one will be published 2021): data.london.gov.uk/census/summary

This site also contains historical census data, from 1961 onwards. To help students make the best use of this site, you may like to go over the Excel spreadsheet with them to ensure they understand where to find the information they need.

Other useful sites include:

- ♦ www.londonpovertyprofile.org.uk
- ♦ www.mappinglondon.co.uk

Your local borough council should also be able to provide data specific to your area.

Differentiation

You might differentiate the task by varying the presentation formats, which could range from a more formal presentation, to stories, poems and/or drawings.

Presentation

Each group will then present their research to the rest of the class, using whatever format for this they have chosen.

The presentations can be assessed on content and presentation skills, either for individual contribution or for group achievement. You could design a mark sheet so that students are aware of the criteria that will be used to assess them.

Students can be encouraged to give constructive oral feedback on each other's presentations. You may wish them to complete self-assessment forms for their presentations, and/or for the unit as a whole.

PLENARY

You may wish to introduce the plenary by showing the BBC class clip of post-war migrants, and the descendants of post-migrants, reflecting on what they have achieved:

www.bbc.co.uk/programmes/p00w4fqh

- ♦ What reasons does one of the interviewees give for why his parents could not achieve their dreams in Britain?
- ♦ What dreams do you think migrants have when they move to London?
- ♦ To what extent do you think their dreams were fulfilled?
- ♦ How did London benefit from post-war migration?
- ♦ Why do you think some post-war migrants encountered prejudice in London?
- ♦ How far do you think attitudes towards migrants have changed today?
- ♦ What do you like about living in such a diverse, multicultural city?

Encourage students to reflect on what they have learned throughout the unit.

- ♦ What impact has migration had on London over the centuries?
- ♦ In what other ways has London benefitted from its links with the rest of the world?

Homework idea

Students can choose a Londoner who was born overseas or from a migrant background and produce a written account of his or her life and achievements. This could be someone who is a historical figure or someone well-known today and should involve research. You could allow students to choose someone who is less well-known, but who has meaning for them. If so you may like to approve their choices to ensure relevance to the task.

Differentiation

Less able students could produce a storyboard of the chosen Londoner's life.

More able students can be asked to compare and contrast the achievements of two Londoners from different migrant backgrounds.

Assessment questions and opportunities

Students' knowledge and understanding of the impact of migration on London could be assessed by asking for a written response to the following question:

- ♦ What impact has migration had on London throughout the city's history?

Answers can be assessed according to the level of knowledge and sophistication, the degree of chronological historical knowledge and the extent to which points are supported with evidence and specific examples.

All students should show an awareness that London was founded by the Romans and has been multicultural throughout its history. They should be able to describe at least two groups of people who have moved here from overseas and explain how they have contributed to the economic and/or cultural development of the city.

Most students should be able to demonstrate a clear understanding of how London has been multicultural since its Roman origin. They should show a knowledge of the different groups of invaders and settlers who came to London up to and including the Norman Conquest.

They should be able to describe how London's function as a port, and trade links with the rest of the world, led to sailors and traders moving here from the middle ages onwards. They should be able to explain how the growth of the British Empire and industrialisation led to further migration and demonstrate an understanding of the reasons for post-war migration. They should be able to describe how each of these groups of people have contributed to the economic and cultural development of London and draw conclusions about the impact of migration.


Some students should be able to demonstrate a clear grasp of the impact of migration on London over time. They should show a firm chronological knowledge and understanding of the different groups of invaders and settlers in London's early history and how they contributed to the city's development and diversity. They should make clear connections between London's world trade links and migration during the middle ages and show an understanding of how trade expansion, the growth of the British Empire and industrialisation led to further migration; they should evaluate the effects of this. They should demonstrate a knowledge of the reasons why migration from countries outside Europe has increased since World War II and why people from the Commonwealth moved here. They should evaluate the importance of migration to the economic and cultural development of London.

Suggested follow-up

Invite a visitor into the classroom to be interviewed by your students – this could be a parent or grandparent, or a local councillor, someone from a local community group or church – anyone who has come to London and who would be happy to tell their story. Students should develop questions in advance, and if the person is happy the interview could be filmed and used as the basis for investigation.

Topics for discussion could include:

- ♦ Why they chose to settle in a particular area
- ♦ What they miss about their home country
- ♦ Whether they consider themselves to be a Londoner
- ♦ What's good or bad about London
- ♦ How they choose to celebrate this aspect of their culture in London

- 
- 1440 Tax levied on all 'aliens'. Figures show that the 'aliens' were mainly from the Low Countries and Germany
 - 1507 Black trumpeter recorded at the court of Henry VII
 - 1517 Evil May Day – attacks against 'aliens' in the city
 - 1547 First known Polish resident – John à Lasco
 - 1555 John Lok brings 'certaine black slaves' from Africa – beginning of continuous Black presence in London
 - 1598-1685 Edict of Nantes is passed in France, establishing Catholicism as the national religion. Persecution of the Huguenots (French Protestants) brings around 20,000 réfugiés to London, where many establish themselves in the Spitalfields area as silk weavers. The word 'refugee' enters the English language
 - 1600 East India Company granted charter to trade with the East Indies
 - 1630s Start of South Asian presence in London (brought to the city as servants)
 - 1656 Jews readmitted to London by Oliver Cromwell
 - 1662 Samuel Pepys records in his diary that the Earl of Sandwich returned from abroad with 'a little Turke and a negro' for his daughters and 'many birds and other pretty noveltys'
 - 1700s Significant presence of enslaved black and South Asian servants and seamen
 - 1743 Huguenot church built in Spitalfields
 - 1780s First records of Chinese sailors in the docks area
 - 1783 British withdrawal from America brings thousands of 'Empire loyalist' troops to London, including many black soldiers

1819

Huguenot church in Spitalfields becomes a Methodist chapel

1845-50

Climax of Irish migration due to the Great Famine

1850s

London was home to black, Jewish, Chinese, German, Greek, Spanish, Irish, South Asian, Turkish, Italian, French and North American communities

1880s

Small Chinese community in Limehouse, as well as a small Somali community around the docks

1881-1914

Pogroms in eastern Europe drive thousands of Ashkenazi Jews westwards. Many arrive in London and settle in the Whitechapel area which becomes known as 'Little Jerusalem'. By 1900 there are 120,000 Jewish people in London. They work in 'sweated' trades like tailoring and shoemaking, for minimal wages and in poor conditions. Today about half of Britain's Jewish population (around 350,000 people) live in London

1887

Lascar mission established at St Luke's Church with a Bengali chaplain

1892

First British Indian MP, Dadabhai Naoroji, for the Liberal Party in Finsbury Central

1897

Ayah's home opens for South Asian women awaiting passage back to India. These women accompanied English families returning from India. Some waited years for a return passage. The home opened in Aldgate and moved to Hackney

1898

The Methodist chapel, formerly the Huguenot church, becomes the Great Synagogue

1905-1919

Aliens Acts place restrictions on immigration for the first time

1920s

Greek Cypriot presence. Punjabi settlement

1938

Around 40,000, mainly Jewish, refugees begin to arrive in Britain, escaping from the Nazi persecution. Almost 10,000 are children who arrive via the Kindertransport without their parents

1945

End of World War II. Many exiles, especially Polish people, decide to stay in London rather than return to a Communist country



1947

Partition of India drives many people to London, where the post-war boom provided a new start

1948

British Nationality Act confirms people of the Commonwealth as British citizens. Empire Windrush arrives with the first post-war Caribbean settlers. Large-scale island unemployment and restrictions on immigration to the USA made London an attractive option. Between 1948 and 1961, 177,000 people from the Caribbean arrived in Britain and about 100,000 settled in London

1950

The first group of South Asians arrived in Southall, reputedly recruited to work in a local factory owned by a former British Indian Army officer. This South Asian population grew, due to the closeness of expanding employment opportunities such as London Heathrow Airport. Today over 55% of Southall's 70,000 people are South Asian, and there are 10 Sikh Gurdwaras, two Hindu temples and three mosques as well as more than 10 Christian places of worship

1950s

Rebuilding of London continues. Settlers encouraged from Ireland, the Caribbean, South Asia, Italy and Cyprus. The Chinese community establishes itself in Soho

1956

Hungarian refugees arrive in London

1958

Race riots in Notting Hill

1959

Claudia Jones organises a 'Caribbean Carnival' at St Pancras Town Hall, the first of two events which would grow into the Notting Hill Carnival

1962

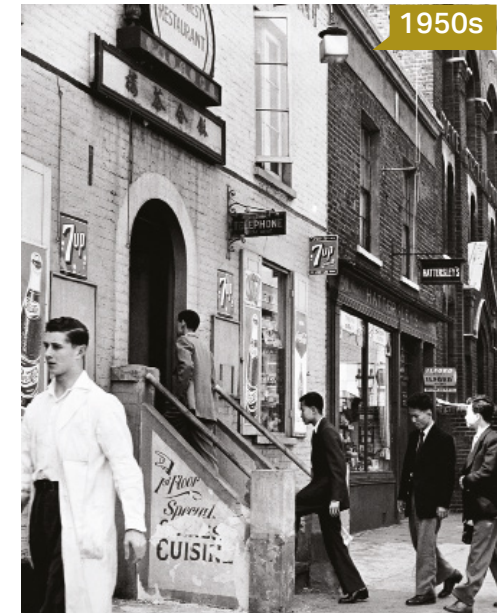
Commonwealth Immigrants Act reduces immigration from the 'New Commonwealth'

1968

Commonwealth Immigrants Act limits immigration as a response to an expected mass influx from East Africa

1971

Climax of Bengali migration due to the Bangladeshi War of Independence



A GROUP OF CHINESE MEN ENTER THE EAST & WEST CHINESE RESTAURANT IN LIMEHOUSE, 1955

Limehouse was the location of London's first Chinatown.

© Henry Grant Collection/Museum of London

1971

Immigration Act restricts entry to those with 'patriality' – people with a parent or grandparent born, adapted or naturalised within the UK, overriding the traditional rights of unconditional citizenship previously held by Commonwealth residents

1975

The Great Synagogue is bought by the Bengali community and becomes the Jamme Masjid – the East London Mosque

1976

Sikh teenager Gurdeep Singh Chaggar was killed in a racist attack in Southall

1978

Murder of Altab Ali sparks protest marches in Brick Lane against the National Front

1979

Blair Peach, teacher and anti-racist activist, killed after he is knocked unconscious by police during demonstrations against the National Front

1979

Chinese-Vietnamese refugees begin to arrive. Compulsory dispersal programmes scatter them across the UK, but secondary migration brings them back to London. Around half of the UK's Vietnamese population is in London, mainly in Hackney, Tower Hamlets, Greenwich, Lambeth, Lewisham and Southwark

1987

Diane Abbott, Paul Boateng and Bernie Grant are the first black MPs to be elected

1991

Ethnicity is recorded in the United Kingdom Census for the first time

1993

Single European market created and border restrictions are lifted for European Union residents

2001

72% of Londoners consider themselves to be 'White British', according to the Census

2004

Eight Eastern European countries join the European Union, increasing inflows of European migrants (Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Slovakia and Slovenia)

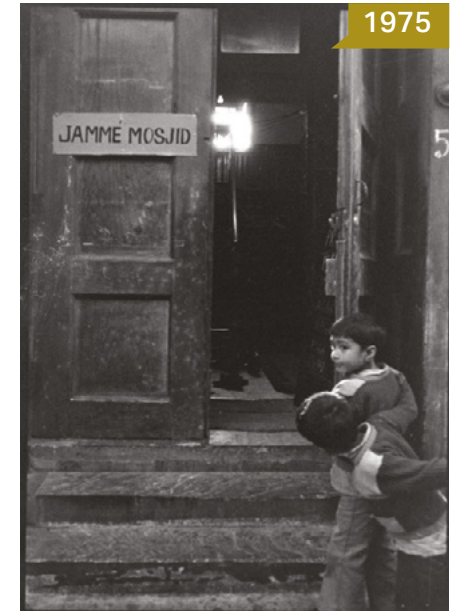
2006

London is officially a 'super-diverse' city

2010

Rushanara Ali, MP for Bethnal Green and Bow, is the first MP of Bangladeshi origin to be elected

1975



CHILDREN AT THE DOOR OF
THE BRICK LANE JAMME MASJID

Built as a Huguenot (French Protestant) church, it became a Wesleyan Methodist chapel, then the Great Synagogue and finally the East London Mosque in 1975. It stands as an example of the changing population of London over the centuries.

© Gene Adams, photograph by Margaret MacDonald, Museum of London

2011

The Census reveals that less than half of London's residents identify themselves as 'White British'

2012

Mo Farah, Somali-born athlete, wins two gold medals for Britain at the Olympic Games in London

2014

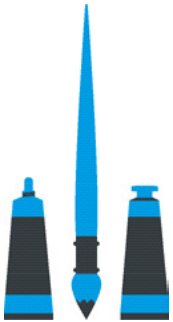
Sadiq Khan becomes the first Muslim and first Asian Mayor of London.

2016

Sajid Javid MP for Bromsgrove becomes the first British Pakistani MP to become a member of the full Cabinet



LINKS TO OTHER LONDON CURRICULUM SUBJECTS



ART AND DESIGN

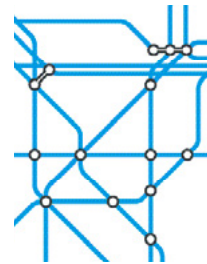
London people features the portraits and stories of some intriguing historical figures connected to London's global history, including William Ansah Sessarakoo.

The art of walking features architecture from some of the key periods in London's history, from the Normans onwards.



MUSIC

Global city explores the musical impact of London's maritime and global heritage.



GEOGRAPHY

Mapping London looks at the development of the city over time, from London's Roman roots to migration from around the world, through the medium of maps.



ENGLISH

River writing features a range of writers who have captured the River Thames. They include Conrad who imagined arriving Romans in *Heart of Darkness*, and Samuel Selvon who portrayed the experiences of migrants from the Caribbean to London in the 1950s and 1960s.

REFERENCES AND SUGGESTED READING

Merriman, Nick: *The Peopling of London*, Museum of London, 1993

A comprehensive account of London's cosmopolitan populations from pre-historic times, illustrating how the skills and energies of migrants have influenced the city's development. It includes a practical guide to researching your local community, with a listing of museums, libraries and archives.

N.B. This book is out of print but may be obtained from your local library.

Ferguson, Niall: *Empire: How Britain Made the Modern World*, Penguin 2004

This does not have a London focus but is an accessible, and at times controversial, interpretation of how and why the British Empire rose and fell, focussing on the drive for economic profit. It includes a detailed account of the East India Company and its actions in India and China.

White, Jerry: *London in the 20th Century*, Vintage, 2008

A highly readable examination of living in London during the 20th century and the changes that took place to the city, and to the lives of Londoners, during this time. It explores how London affects its inhabitants and is, in turn, shaped by them.

Fryer, Peter: *Staying Power: The History of Black People in Britain*, Pluto Press, 2010

A comprehensive account of how Africans, Asians and their descendants have influenced and shaped events in Britain over the course of the last two thousand years.

USEFUL LINKS

- ♦ www.theguardian.com/education/2011/may/31/guardian-teacher-network-migration-lesson
The Guardian teachers' network provides links to suggested activities to use in lessons to stimulate ideas about migration. It also provides useful resources for students and teachers to use.
- ♦ www.pla.co.uk/Port-Trade/History-of-the-Port-of-London-pre-1908
The PLA website includes a history of the port of London, and its trading links with the rest of the world, from its foundation by the Romans to the early 20th century.
- ♦ www.bbc.co.uk/history/british/empire_seapower/trade_empire_01.shtml
An introduction to how the growth of British trade and the empire from the late 1600s were interconnected, and how both linked to social and economic change in Britain.
- ♦ www.theguardian.com/artanddesign/2014/may/27/dido-belle-enigmatic-painting-that-inspired-a-movie
A recent article about the life of Dido Elizabeth Belle, including an analysis of her portrait.
- ♦ <http://bit.ly/Mol-resources>
A range of resources that can be used to extend students' knowledge and understanding of London's black history and cultural diversity.
- ♦ <http://bit.ly/guide-enslavement>
An in-depth Subject Guide on Enslavement from the Black Cultural Archives.
- ♦ www.bbc.co.uk/history/british/empire_seapower/black_britons_01.shtml
A summary of the history of black people in Britain.
- ♦ www.bbc.co.uk/history/british/empire_seapower/trade_empire_01.shtml
An exploration of what drove the expansion of the British Empire.

♦ <https://vimeo.com/30844312>

'They live by Trade': Britain's global trade in the Great Days of Sail. A recording, and the transcript, of a lecture given by Dr. John McAleer, curator of 18th century Imperial and Maritime History at the National Maritime Museum, Greenwich.

- ♦ the Museum of London's learning resources give useful additional information
www.museumoflondon.org.uk/schools/learning-resources

CREDITS

The GLA would like to thank the following organisations for their contribution:



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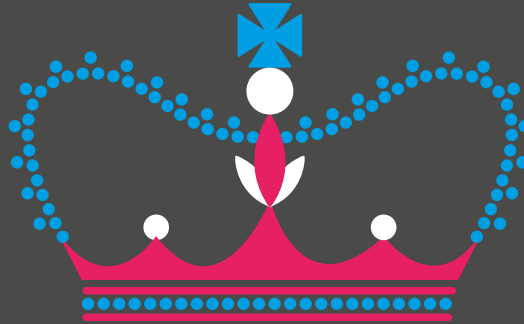
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"We've used all the sheets from the London Curriculum 'Explore' section and they're very high quality."

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